

ROBERT GOLDMAN  
MATH/COMPUTER SCI.

# Course Catalog

1998-1999



SIMMONS



**COLLEGE OF ARTS  
AND SCIENCES AND  
PROFESSIONAL STUDIES**

**Admission Offices**

- Undergraduate College  
300 The Fenway  
Boston, MA 02115-5898  
Phone: (800) 345-8468  
Fax: (617) 521-3190  
E-Mail: ugadm@simmons.edu

- Graduate Studies Programs  
300 The Fenway  
Boston, MA 02115-5898  
Phone: (617) 521-2910  
Fax: (617) 521-3058  
E-Mail: gsa@simmons.edu  
For further information,  
please refer to page 163

**GRADUATE SCHOOL  
FOR HEALTH STUDIES**

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Phone: (617) 521-2650  
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E-Mail: gshsadm@simmons.edu  
For further information,  
please refer to page 174

**GRADUATE SCHOOL  
OF LIBRARY AND  
INFORMATION SCIENCE**

- 300 The Fenway  
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E-Mail: gslis@simmons.edu  
For further information,  
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**GRADUATE SCHOOL  
OF MANAGEMENT**

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Boston, MA 02215-2380  
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For further information,  
please refer to page 188

**GRADUATE SCHOOL  
OF SOCIAL WORK**

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E-Mail: ssw@simmons.edu  
For further information,  
please refer to page 189

Please refer to the Telephone  
Directory on page 221 for a  
complete listing of academic  
departments and programs,  
administrative offices, residence  
campus offices and halls, and  
student organizations.

Web Site: [www.simmons.edu](http://www.simmons.edu)



Welcome to Simmons







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# Academic Calendar

- 1 Undergraduate tuition payment due for Fall 1998
- 15 Graduate tuition payment due for Fall 1998
- 16 Residence halls open to new and returning graduate students
- 27 Dix Scholars Orientation
- 27-28 Pre-orientation for International students
- 30 New students arrive for Fall Orientation
- 31 Fall Orientation continues
- 31 Residence halls open to returning undergraduate students

august

- 1 Fall Orientation continues
- 1 Returning undergraduate and graduate check-in  
Mandatory: for students with financial obligations  
(sign for loans/pay tuition)  
Optional: for students wanting to add or drop classes
- 2 Classes begin for Fall semester
- 7 College closed for Labor Day holiday
- 11 Final day to drop a course and receive a full refund
- 11 Final day to add a course without the instructor's signature
- 12 Colleges of the Fenway Block Party
- 23 Honors Convocation
- 25 Final day to add a course with the instructor's signature
- 25 Final day to drop a course without the instructor's signature
- 25 Final day for undergraduate students to choose grading option

september

- 12 College closed for Columbus Day holiday
- 13 Academic holiday; administrative offices open
- 16-18 Homecoming/Family Weekend
- 23 Final day to drop a course

october

- 2 Registration for Spring 1999 begins
- 6-8 Women's Legacy Weekend
- 11 College closed for Veterans' Day holiday
- 25-29 Thanksgiving holiday begins after classes end on November 24
- 30 Classes resume after Thanksgiving break
- 30 Last day to withdraw from residence for Spring 1999

november

- 9 Final day of classes
- 10-11 Reading and review
- 14-18 Final examinations
- 15 Tuition payment due for Spring 1999
- 19 Residence halls close at noon
- 21 Fall Semester grades due by 10 a.m.
- 23-27 College closed for Winter recess
- 30-31 Winter recess continues

december

July	August	September	October	November	December
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	2 3 4 5 6 7 8	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5
5 6 7 8 9 10 11	9 10 11 12 13 14 15	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
12 13 14 15 16 17 18	16 17 18 19 20 21 22	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
19 20 21 22 23 24 25	23 24 25 26 27 28 29	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
26 27 28 29 30 31	30 31	27 28 29 30	25 26 27 28 29 30 31	29 30	27 28 29 30 31



# Academic Calendar

- 1 Winter recess continues
- 4 College opens after Winter recess
- 7 New and transfer student check-in
- 8 Orientation for new undergraduate students
- 8 Returning undergraduate and graduate check-in  
Mandatory: for students with financial obligations  
(sign for loans/pay tuition)  
Optional: for students wanting to add or drop classes
- 11 Classes begin for the Spring 1999 semester
- 15 Final day to drop a course and receive a full refund
- 18 College closed for Dr. Martin Luther King, Jr. holiday
- 22 Final day to add a course without the instructor's signature

## january

- 5 Final day to add a course with the instructor's signature
- 5 Final day to drop a course without the instructor's signature
- 5 Final day for undergraduate students to choose grading option
- 15 College closed for Presidents' Day holiday
- 19-21 Tribute Weekend (for seniors and sophomores)

## february

- 8-12 Spring break; administrative offices open
- 15 Classes resume after Spring break
- 19 Final day to drop a course
- 30 Last day to withdraw from residence for Fall 1999

## march

- 9 Registration for Fall 1999 semester begins
- 19 College closed for Patriots' Day holiday
- 23-24 Spring Spree Weekend
- 28 Senior Faculty Banquet

## april

- 3 Final day of classes
- 4 Reading and review
- 5-7 Final examinations
- 10-11 Final examinations continue
- 12 Residence halls close at 10 a.m. (undergraduate students)
- 12 Grades for students graduating in May due to Registrar by 10 a.m.
- 14 Spring semester grades due by 4:30 p.m.
- 16 Commencement
- 17 Residence halls close to graduating seniors at 10 a.m.
- 17 Summer Semester 1999 begins:  
Classes end June 25 for six-week session and July 19 for nine-week session
- 21-24 Reunion Weekend
- 31 College closed for Memorial Day holiday

## may

- 28 Summer Session II begins; Classes end August 6

## june

January 1999	February 1999	March 1999	April 1999	May 1999	June 1999
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30



# August

# September

# October

# November

# December

# January

# February

# March

# April

# May

# June

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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# The College

## Simmons: The First One Hundred Years

Since 1899 Simmons College has been educating women for enriching careers and useful, independent lives. The College has evolved as a leader in the education of women through its undergraduate curriculum, which combines liberal arts and sciences and professional education. The College's successful graduate programs and schools provide professional and liberal arts education for women and men.

Unique in its focus at its inception, Simmons College stressed the importance of education for women so that they would have the ability to "earn an independent livelihood." Boston businessman John Simmons noted this in his will along with his intention to open a college for women. While the mission of Simmons has remained constant over the years, the curriculum has changed to reflect the social, economic, and global changes of the past one hundred years. However, the depth of the curriculum continues to provide students with a well-rounded liberal arts education. Through a tradition of excellence, the undergraduate curriculum is unequalled in its flexibility and focus on individual responsibility. The College offers a distinctive program which links challenging academic study to the world of work. For women who are beyond the age of traditional college students, the Dorothea Lynde Dix Scholars Program welcomes the mature learner to the College and values the learning environment that a diverse student population creates.

Much like the undergraduate program, the graduate programs and schools celebrate a rich history of excellence in curriculum. The Graduate School of Social Work, which offers both master of social work and doctor of philosophy degree programs, was the first academically affiliated school of social work in the nation. The Graduate School of Library and Information Science, also one of the first of its kind, ranks among the world's top library science programs, and offers master of science degree programs in library science and archives management, as well as an advanced program leading to the doctor of arts degree. The Graduate School of Management, founded in 1974, is the only master of business administration program in the country that focuses on women in management and business. The Graduate School for Health Studies, which incorporates the College's programs in health care administration, nursing, nutrition, and physical therapy, credits its record enrollments to the high quality of its programs and the increased national demand for highly trained health care providers. Simmons also offers coeducational graduate programs in a variety of other professional and liberal arts areas, such as children's literature, communications management, education, English, French, Spanish, and gender/cultural studies.

## Boston and Beyond

Simmons' neighborhood, the Fenway, was once a wealthy residential area. Today it is home to expanding medical facilities, colleges, schools, shops, parks, and museums. Simmons College is in the center of this bustling complex.

As an urban institution deeply involved in and committed to the city, Simmons offers programs that support and encourage partnerships between the College and the city of Boston. Many of the undergraduate departments, and the College's internationally known graduate schools and programs, have long included internships, field work, and practica as part of their regular course of study and professional preparation.

**Colleges of the Fenway** is a collaboration of five Fenway-area colleges — Simmons College, Emmanuel College, Massachusetts College of Pharmacy and Allied Health Sciences, Wentworth Institute of

Technology, and Wheelock College. Its goal is to expand and enrich the undergraduate academic offerings and extracurricular opportunities for students at the participating institutions. In addition to shared academic resources and collaborative student services, open cross-registration in undergraduate courses is available for students who meet the required academic prerequisites or other conditions at the participating colleges. For more information about the Colleges of the Fenway, contact the Office of the Dean of the College of Arts and Sciences and Professional Studies.

**Boston**, the largest of New England's many cities, is rich in history, tradition, and cultural diversity. A preeminent business center and a major influence in research, medicine, and education, Boston attracts more than 250,000 undergraduate and graduate students from around the world every year, making it the nation's largest "college town."



Boston offers a variety of cultural, historical, sporting, and social activities. The city's museums include the Museum of Science, with its state-of-the-art Omni Theater; the Museum of Fine Arts; the Isabella Stewart Gardner Museum; and the New England Aquarium.

Sports are important in Boston. The area boasts several sports teams, including: the Boston Red Sox, the Boston Celtics, the New England Patriots, the Boston Bruins, and the New England Revolution. Every spring, the Boston Marathon draws thousands of world-class runners to the city.

Musical events are abundant in Boston, and range from jazz concerts at Berklee College of Music, to classical performances at the New England Conservatory and Symphony Hall; from the Boston Pops at the Hatch Shell on the Esplanade, to rock, blues and country music at many local concert halls and arenas.

Boston's charming "old-world" atmosphere and diverse ethnic neighborhoods offer choices from the past and present. Historical landmarks, including the Bunker Hill Monument, the Old North Church, the U.S.S. Constitution ("Old Ironsides"), and the Paul Revere House, are plentiful and easily visited by foot along the Freedom Trail.

An excellent public transportation system makes traveling to many of these sites and events easy and inexpensive.

**Studying domestically and abroad** is an option available to Simmons students. Domestically, Simmons participates in an exchange program with three other colleges in the United States—Spelman College, Fisk University, and Mills College. Double

degree programs are offered in cooperation with Hebrew College and Massachusetts College of Pharmacy and Allied Health Sciences. The Washington Semester, at American University in Washington, D.C., is available to qualified undergraduates, usually juniors, to study political science, economics, public affairs, and international relations in the nation's capital.

**Abroad**, the College has its own study program at the Universidad de Córdoba in Spain. Students may also choose from other approved foreign study programs and earn credits, taken over a semester or year, for a prescribed course of study.

**Short Term** study is a unique educational initiative that allows students to enroll in a four-week, four-semester-hour Simmons College course offered by Simmons faculty in a foreign or domestic location. Short Terms are usually offered in May, following the end of the final examination period for the spring semester. Short Terms enable a student to be immersed in a culture other than her own and to broaden her perspective and knowledge of a language or subject through an intensive learning experience.

**Other options** include application for admission to the Army Reserve Officers Training Corps (ROTC) Program offered to full-time Simmons students by the Department of Military Science at Northeastern University. Students are eligible to apply for two- and three-year ROTC scholarship assistance programs. Academic credit for courses taken in the ROTC Program may not be transferred for use toward the Simmons degree. Interested students should contact the Professor of Military Science, Northeastern University, 430 Parker Street, Boston, MA 02215, or call (617) 437-2375.

## The College Community

Simmons College is an academic community that prepares students to be well-informed, open-minded, and intellectually curious. To attain this goal the College seeks to create a diverse community within which students learn to be actively engaged members of society and to develop the resources to lead rich personal lives in a multicultural world. The College fosters and encourages a continual exchange of ideas among students and faculty and the general College community.

### The Simmons Workplace Community Covenant

We the staff, faculty, and administration of Simmons College make up a community committed to teaching and learning. Regardless of our roles at Simmons, as members of a single community we seek to:

- Respect each other as individuals and as colleagues in this academic community.
- Respect diversity of all kinds within our community.
- Work collaboratively to foster positive morale.
- Promote direct communication to address issues or misunderstandings whenever they occur.



# The Educational Program

## The Goals of a Simmons Education

In its undergraduate programs, Simmons College provides a distinctive educational program that links the challenges of academic study to the world of work. The curriculum is organized to enable the student to obtain a highly individualized instruction in a wide range of academic and professional areas.

The undergraduate educational program provides graduates with experiences that prepare them for the challenges they will face in their personal and professional lives in our increasingly global society. The specific goals include: an ability to communicate ideas effectively, an understanding of languages and cultures other than one's own, an understanding and appreciation of information technology, and an exposure to ideas which will challenge them to explore their interaction within their own culture, their natural environment, and their world. Depth and competency in their major field, and the opportunity for independent learning prepare students for careers and/or graduate study.

In keeping with these goals, the Simmons approach to liberal education is flexible, and the curriculum allows each student to develop a program suited to her individual interests and career plans. Students may select a major after completion of two semesters (32 semester hours) but must declare a major upon completion of five semesters (80 semester hours) of full-time study. Students may also choose a minor (at least 20 semester hours in a department or program).

## Majors

Students may plan a program of academic and career preparation by electing a major in the humanities, the social sciences, the sciences, or one of the College's professional programs. Undergraduate departments, programs, and majors include: African American Studies, Art and Music (Art, Arts Administration, Applied Music, Music History and Literature), Biochemistry, Biology, Chemistry, Communications (Communications, Graphic Design, Public Relations and Marketing Communications), Computer Science, East Asian Studies, Economics, Education and Human Services (Early Childhood, Elementary, Middle or High School, Special Needs, Intensive Special Needs, Spanish, French or English as a Second Language), English, Environmental Science, French, History, International Relations, Management (Management, Marketing, Managerial Finance, Retail Management, Management Information Systems), Mathematics, Nursing, Nutrition (Food Science and Nutrition, Dietetics), Philosophy, Physical Therapy, Political Science, Psychobiology, Psychology, Sociology (Sociology, Society and Health), Spanish, and Women's Studies.

The student is expected to take between 20 and 40 semester hours in a major field, as determined by the department of the student's choice. In many academic and professional majors, there are courses that are prerequisite to the major. These prerequisite courses may be counted toward fulfillment of the all-College liberal arts and sciences requirement, provided that they satisfy its definitions and restrictions. The College's academic and professional programs also offer field work or internships through which students may explore the nature and opportunities of a career field.

Students may elect a single departmental major, or they may decide on a combination of majors. The curriculum offers the following options:

1. A major refers to a coherent sequence of courses administered by a single home department.
2. A double major means that the student fulfills two complete majors.
3. A joint major is a sequence of courses drawn from two home departments and advised and administered with the cooperation of both. An example is math-economics.
4. An interdepartmental major is broadly interdisciplinary, involving courses in two or more departments or programs. Approved interdepartmental majors now in existence are arts administration, East Asian studies, and international relations.
5. The Option for Personalized Educational Needs (OPEN) Program gives students the opportunity to design a major with the assistance of a faculty adviser. The OPEN Program is designed for the student who believes that her academic and career objectives cannot be achieved through one of the listed majors or the joint or double majors.

Participation in the OPEN Program enables a student to work out an individualized major in accordance with her own educational needs and goals. This program must be approved by the coordinator before a student is admitted into OPEN. Further information may be obtained from the Director of Academic Advising, Simmons College.

## Minors

A student should see the chair of the department or program in which she is interested for information on the specific course requirements for minors set by that department or program. A minor consists of at least 20 semester hours; not all departments and programs offer this option.

## Degree Requirements

Graduation requirements are established to ensure that the Simmons Educational Objectives are met. Those objectives are:

- an ability to communicate effectively;
- an understanding of languages and cultures other than their own;
- an ability to use technology to enhance learning;
- an exposure to a broad range of courses and modes of thinking;
- an opportunity for academic specialization, independent intellectual development, and career preparation.

The bachelor of arts degree is the baccalaureate degree conferred on students in all majors except those in the departments of biology, chemistry, mathematics, physics, computer science, nursing, nutrition, and physical therapy, for which the bachelor of science is awarded. In the instance where a student completes a major in both the sciences and in the arts, she may choose either a bachelor of science or a bachelor of arts degree. It is not possible to earn two baccalaureate degrees simultaneously.

A candidate for a degree is expected to complete satisfactorily the work of an approved program, including all required courses, within the normal number of college years. When a student withdraws for a period that would extend the work of her program beyond a normal length of time, the additional work required for satisfactory completion will be determined by the faculty. A student who temporarily withdraws must meet the degree requirements in effect at the date of her readmission to the College.

Any outstanding financial obligations to the College must be discharged before a degree can be granted.

Requirements for the award of Simmons' baccalaureate degrees are as follows:

**1. Multidisciplinary Core Course.** MCC IO1, IO2, Culture Matters. For description, see page 29.

**2. Liberal Arts and Sciences.** Students must complete 40 semester hours of liberal arts and sciences as follows: humanities, eight semester hours; social sciences, eight semester hours; sciences, eight semester hours. In addition to the above, four additional courses (16 semester hours) are to be elected from the departments listed in the three areas (see following section). No more than four courses listed in any one department can be counted toward this requirement.

**3. Foreign Language and Culture.** As of September 1996, the Foreign Language and Culture

Requirement has replaced the Proficiency in Foreign Language Requirement. Students who enter the College subsequent to September 1996 are required to meet the new requirement. All other matriculating students will have a choice whether to meet the new requirement or to meet the requirement that was in effect when they entered Simmons. For a description of ways to meet these requirements, see page II5 under Modern Languages and Literatures.

### 4. Competency in Basic Mathematics.

For ways to demonstrate this competence, see page IO9 under Mathematics and Computer Science.

**5. Designated Writing Course.** Four semester hours.

**6. Major.** 20 to 40 semester hours.

**7. Independent Learning.** Eight semester hours.

**8. Completion of 128 semester hours with a passing evaluation.** Students must have a minimum Grade Point Average (GPA) of 1.67, to be calculated from all courses taken at Simmons using the letter grade system.

**Please Note:** Students transferring into Simmons, as well as those working toward a second baccalaureate degree, must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit while regularly enrolled at the College in order to be eligible for the Simmons degree.

### 9. Departmental or Program

**Recommendation.** The student must be recommended for the degree by her department or program adviser. The student must complete one-third to one-half of the courses required for the major, including a substantial amount of advanced work, while regularly enrolled at Simmons so that her department can adequately evaluate her for this recommendation.

## Choosing Courses that Fulfill the Liberal Arts and Sciences Requirement

**1. Humanities.** Courses that fulfill the humanities component include the following categories: art, music, English, French,\* history, Spanish,\* philosophy, and women's studies.

\*In no instance will foreign language courses at the IO1, 201, or 210 level meet the humanities requirement.

**2. Social Sciences.** Courses that fulfill the social sciences component include the following categories: economics, international relations, political science, psychology, sociology, African American studies.

**3. Sciences.** Courses that fulfill the sciences component include the following categories: biology,



chemistry, computer science, mathematics, physics, and nutrition.

Courses designated to fulfill the Foreign Language and Culture Requirement, the Competency in Basic Mathematics Requirement, and those designated as individual study, independent study, directed study, field work, thesis, integrative seminar, or internship cannot be counted toward fulfillment of the Liberal Arts and Sciences Requirement.

## Designated Writing Courses

Designated Writing Courses (DWC) are writing-intensive courses offered by departments. Designated Writing Courses typically include frequent (usually weekly) writing assignments, some informal and ungraded. Normally such courses require at least one paper that is examined in draft form by the instructor and then revised by the student.

Students are strongly urged to fulfill the four-semester-hour Designated Writing Course requirement during the junior or senior year; in no case may a student receive DWC credit for a course taken during the freshman year. A Designated Writing Course elected in any department fulfills the College-wide DWC requirement. In addition, a Designated Writing Course may fulfill a requirement for the student's major or the Liberal Arts and Sciences requirement, provided that the course satisfies the definitions and restrictions of those requirements.

## Independent Learning

The independent learning requirement is an important component of a Simmons education. It constitutes a minimum of eight semester hours of a student's program. Independent learning emphasizes student initiative, planning, and implementation on a contractual basis with a faculty member.

There are several forms of independent learning opportunities available in the curriculum. These opportunities include, but are not limited to, independent study, senior thesis, integrative seminar, internship, and field work. Students usually satisfy the independent learning requirement in their major; however, a student may develop, with the consent of her adviser and department, such an activity in any discipline appropriate to her program.

## Campus-based Independent Learning

**Independent Study:** Independent study courses are numbered 350 and generally include student-initiated work with the guidance of a faculty adviser that results in a culminating paper or other substantial product.

**Senior Thesis:** Thesis courses are numbered 355. In addition to the criteria for 355, the thesis should be an extended piece of original work demonstrating familiarity with knowledge and methods of the field.

**Integrative Seminar:** These seminars, numbered 390 to 399, provide the opportunity for student initiative in developing an appropriate analytical construct and an approach to implementation.

## Field-based Independent Learning

A student may take no more than 16 hours of total credit in internship and/or field work combined.

**Internship:** Internship courses are numbered 370 to 379. Students may elect an internship under the direction of both a College faculty member and a field director in either a profit or nonprofit institution.

An internship requires a student to spend a continual period in the field and must constitute at least half of a full semester's academic program. The student will be expected to conduct research and/or assume responsibilities in a professional role. Specific educational goals must be stated in advance of the student's work, and close supervision, both academic and professional, must be maintained on the site. Throughout her internship, the student has the opportunity and responsibility to attend regular progress meetings with her internship adviser and supervising field director.

**Field Work:** Field work courses are numbered 380 to 389. These courses give students an opportunity to put to use, under the supervision of a Simmons faculty member, theoretical knowledge outside the college environment and outside the context of a formal course. Field work may take place concurrently with independent study or in an integrative seminar.

In addition to the options listed above, many departments offer individual study courses, which are numbered 349. These courses do not satisfy the independent learning requirement of the student's plan of study. Such courses allow a student to specialize in an area of her interest and should contribute to a coherent pattern in the student's academic program. They may not, however, duplicate material available through a course in a recognized curriculum. Approval to take an individual study course must be given by the course instructor and the student's academic adviser prior to registration. A student may not take more than 16 semester hours of individual study courses during her baccalaureate program.

## Marks and Evaluations

The grading system is based upon 12 categories: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. In addition,

a regularly enrolled Simmons student may take at most one four-credit course Pass-Fail in any given semester.

The following courses taken to satisfy a Simmons competency requirement may not be taken Pass-Fail:

### **Multidisciplinary Core Course**

MCC 101, 102 Culture Matters

### **Modern Languages and Literatures**

All language courses numbered 101, 102, 201, 202, and 210

Level I or Level II language courses taken at another institution by a Simmons student while she is enrolled at the College;

### **Mathematics**

Mth. 101 and 102

A student may designate her grading options by filling out a form in the Registrar's Office. This may be done at any time from registration up to (but not after) the day designated as the final day to add a course in each semester. Any student who fails to do so will automatically receive letter grades.

The grading symbols are defined as follows:

A=Excellent

B=Good

C=Fair

D=Poor

F=Fail

P=Pass

F=Fail

AU=Formal Audit

W=Approved Withdrawal

RW=Required Withdrawal

In determining the general quality of a student's work, the following valuations are used:

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = 0.67

F and RW = 0

Distinguishing between Pass and Fail implies that a course has minimum standards of performance. A student performing below the minimum standards

receives an F and no credit for the course. Every student must obtain a minimum Grade Point Average of 1.67, to be calculated from all courses taken at Simmons using the letter grade system, to be eligible for the baccalaureate degree.

If a student using the Pass-Fail option receives a P in a course, she will receive credit for the course, but the P will not be averaged into her GPA. If she receives an F in a Pass-Fail course, she will receive no credit for the course, and the F will be averaged into her GPA as zero.

Special conditions concerning grading options, grades, and evaluations pertain to students enrolled in the education and human services, nursing, and health science for physical therapy programs. Students in these programs should contact their department chair for additional information.

The records of students who are experiencing academic difficulty are reviewed periodically by the Administrative Board, a faculty committee charged with monitoring the academic standards of the College. This includes the records of any student who has two or more failures in a semester (an RW is considered a failing evaluation for these procedures); any student whose semester or cumulative Grade Point Average is below 1.67; any student who as a result of her achievement in Simmons Summer School has a summer or cumulative GPA of less than 1.67; any student who applies for a leave of absence or withdraws from the College after the eighth week of the semester; or any student whose overall record is considered marginal. The faculty has given the Administrative Board the authority to take whatever action is deemed appropriate to each individual's situation. Such actions may include a letter of warning, probation, continued probation, removal from degree candidacy, or exclusion. As a result of this review, special conditions may be imposed by the Administrative Board, in which case both the student and her parent or guardian (if the student is dependent) may be notified. Informal warnings of academic difficulty are forwarded to the director of supportive instructional services by individual faculty members throughout each semester at Simmons, and counseling and assistance are made available.

## **Academic Honors and Recognition Programs**

The Honors Program provides an opportunity for students who have distinguished themselves academically throughout high school. The program includes an interdisciplinary honors seminar course in the freshman year, opportunities for honors courses in subsequent years, and specially arranged co-curricular activities.



**The Dorothy Boulding Ferebee Scholarship** is offered each year to a select number of incoming ALANA (African American, Latina/o, Asian, and Native American) students. All ALANA seniors in high school who have distinguished themselves academically and in their co-curricular activities are eligible for consideration.

**The Simmons Boston Scholars Program** meets full tuition expenses for four years; scholarships may also cover fees, books, and related costs. Qualified high school seniors from the Boston public school system will be considered for this scholarship.

**Departmental Honors Programs** are offered to qualified students by several departments. In general, these programs require the student to fulfill the following requirements: 1) to have a superior record in the major; 2) to present a thesis or project that has been approved by the department; and 3) to pass a general examination in core areas of the major.

**The Dean's List** was established to recognize undergraduate students' academic excellence. To be included on the Dean's List, which is compiled each semester, a student must have obtained a semester GPA of at least 3.50, must have earned at least 12 credits using the letter grade system, and must not have been found guilty of an Honor Code violation during that semester.

**Academy** is the honor society of Simmons College. Senior students who have demonstrated superior achievement according to the rules of the faculty may qualify for admission after completing at least 48 semester hours of credit at Simmons using the letter grade system.

**Departmental Recognition** is given by individual academic departments to recognize those seniors whom the department considers to have performed outstanding work in the department. Such recognition is included on the student's transcript and designated Departmental Recognition.

**Degrees with Distinction** are granted to students whose achievement has certain qualities of excellence, who are members of Academy, and who have been given Departmental Recognition.

**Latin Honors**—*summa cum laude*, *magna cum laude*, and *cum laude*—are granted to graduating seniors who achieve grade point averages at a distinguished level.

## Individual Program Planning

To obtain a broad education, as well as depth of specialization, students must successfully complete a minimum of 128 semester hours before being graduated. Each student's program should be a carefully developed

plan of study. This plan should include: 1) courses selected to fulfill the all-College requirements, 2) courses required of and elected by the student in her major, and 3) electives.

Some of the resources with which the College helps a student make her academic and career decisions are the Academic Support Center, the J. Garton Needham Counseling Center, the Career Education Office, the Student Employment Office, and the Career Resource Library. (See the Student Services section of this catalog.) In addition, the field work and internships provided by most academic departments provide opportunities to test career areas and to consider the possibility of further professional study after graduation.

Students in good standing may arrange to study at a foreign college or university through the Simmons in Córdoba Program, the Institute of European Studies, or other approved study abroad programs (see page 117). In addition, one or two semesters of the sophomore or junior year may be spent on the Domestic Exchange Program at Mills College, Spelman College, or Fisk University. Juniors are eligible to apply for the Washington Semester at The American University in Washington, D.C. Plans for study through an exchange program or a program abroad should be made by the end of the sophomore year. Simmons also offers double-degree programs in cooperation with the Massachusetts College of Pharmacy and Allied Health Sciences.

## Advisement for Undergraduate Study

Members of the faculty from all departments serve as first-year student advisers. Whenever possible, students are assigned to faculty advisers according to the probable area of study at Simmons. Advisers assist students in planning academic schedules, interpreting the goals and objectives of a Simmons education, explaining the College's degree requirements and utilizing the College resources.

Upperclass students are assigned an adviser from department members in the student's declared major(s). Advisers guide students through departmental requirements while helping them to focus their study. Although students are responsible for monitoring progress toward fulfilling the College's degree requirements, faculty advisers are knowledgeable about the requirements and are also prepared to discuss career and graduate school possibilities.

## Advisement for Graduate Study

Certain faculty members in each department are designated to serve as advisers to students who are interested in academic and professional graduate study. The



names of these advisers may be obtained from department chairpersons or from the Academic Support Center.

## Principles and Policies

Simmons has committed itself to the following principles and policies:

### Student Principles:

Individual responsibility is the foundation of the Simmons community. The Honor System is based on the premise that everyone can uphold responsible academic and social standards of conduct without supervision.

The student's enrollment at the College carries with it the expectation that he/she will abide by the Honor Code of Responsibility. The College reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior as outlined in the Student Handbook and other official College publications.

Enrollment in a course implies a reciprocal agreement has been entered into between the instructor and student. The instructor is obliged to teach, to evaluate student work, and to be available for conferences during designated office hours; the student is obliged to complete all work by the assigned deadlines, to attend all classes, and to devote sufficient out-of-class time to course material. Three hours spent out of class in preparation for every hour in class is a reasonable expectation.

Simmons students are actively involved in and concerned with the affairs of the College. They participate regularly in formal and informal discussions with the president and the faculty, and serve on faculty committees. Academic departments keep in touch with student concerns through liaison meetings.

### Student Policies:

Simmons College provides housing on a space-available basis for full-time undergraduate and graduate students interested in living on campus. Rooms on the campus are reserved for an entire academic year, and a student is expected to maintain her residence on the campus for that year. Any changes in room assignment during the year must receive prior approval from the director of residence life. The College does not provide housing for part-time students or families. Permission to continue in residence following marriage must be secured from the director of residence life. Residence hall housing policies are outlined in the Room and Board License Agreement and in the Student Handbook.

All students who live on campus are required to eat their meals at Bartol Hall at the regularly scheduled times. Special dietary arrangements for reasons of health are possible with the authorization of the College medical director. For an additional fee, resident students who wish to follow kosher dietary guidelines can join the Kosher Kitchen, a small, student-run organization.

The College's practice in regard to student record keeping is based on the provisions of the Educational Privacy Act of 1974, and is intended to be a safeguard against the unauthorized release of information. Information on the Educational Privacy Act and students rights under the law are available in the Student Handbook.

All students are given equal access to the College's programs and resources. In accordance with applicable law, admission to the College's undergraduate baccalaureate program is reserved for women. The College is committed to admitting students of any race, color, or national and ethnic origin to all the programs and activities generally made available to students at the College, including scholarship and loan programs, athletic programs, and other College-administered social, educational, and recreational programs, and student services.

An undergraduate student who wishes to withdraw from the College must notify the registrar in writing in advance of her withdrawal. Students are urged to consult with the undergraduate dean, dean for student life, and their parents or guardians before making a decision to withdraw from the College.

### College Principles:

Simmons College supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness.

Simmons College strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational progress of its students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, religion, age, national origin, handicap, or veteran status.

Simmons is committed to creating an atmosphere within which the diversity of its members' individual roles meets with understanding, respect, and encouragement, and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The College does not tolerate sexual harassment of employees or students.



**College Policies:**

It is the College's policy to administer its employment and personnel policies without regard to race, color, religion, national origin, sex, sexual orientation, legally recognized handicap, or veteran status.

Complaints of discrimination or harassment should be addressed to the Human Resources Office.

Simmons College subscribes to the policies set forth in Section 504 of the Federal Rehabilitation Act of 1973, which mandates equal opportunity for qualified handicapped persons in educational programs and activities.

Simmons College subscribes without exception to the Campus Security Act of 1990. It is College policy

to provide members of the College community with information, reports, and statistics as required by P.L. 101-502; to maintain working relationships with other law enforcement agencies to ensure cooperation between different law enforcement jurisdictions; and to provide educational programs designed to increase crime and safety awareness among students, faculty, and staff.

In addition, data regarding retention at Simmons is available from the registrar of the College, in compliance with P.L. 94-482. For information regarding the Campus Security Act, contact the director of public safety at (617) 521-2289. For information regarding graduation statistics, contact the Office of the Registrar at (617) 521-2111.

## Administration

**The Corporation of Simmons College** was chartered in 1899 in accordance with the will of John Simmons. The Board of Trustees are entrusted with the management of the business, property, and affairs of the College, including setting overall policy for the College, appointing the president and officers of the College, approving the granting of degrees and other academic functions, and ensuring the responsible use of its assets for the long-term health of the institution.

**The President** is appointed by the Board of Trustees and is the chief academic and executive officer of the College, responsible for the academic and financial administration of the College in accordance with policies established by the Board. The vice presidents and academic deans report to the president. The president acts as a liaison between the Board of Trustees and the Faculties, works with members of the Board and the Simmons community to plan and budget for College needs, and fosters an open, collegial environment for faculty, staff, and students. In addition, the president works closely with alumnae and alumni, business, government, foundations, educational associations, and other external constituencies, and ensures that the College plays an active role in Boston-area community relations and issues affecting higher education on a national level.

**The Office of the Vice President of Marketing and Assistant to the President** is responsible for oversight of marketing planning for the institution and of the Centennial celebration and coordinates these activities with all other offices in the College. In addition, the Office is chief liaison to the Board of Trustees and the Corporation, manages the legal affairs of the institution, and oversees all other functions in the Office of the President.

**The Office of the Dean of the College of Arts and Sciences and Professional Studies** provides leadership in the areas of graduate and undergraduate curriculum, admission and financial aid, and student life. The dean is responsible for the College of Arts and Sciences and Professional Studies' academic departments, graduate studies programs, faculty, budgets, and curriculum development. The dean also oversees the Office of the Dean for Student Life, the Academic Support Center, and the Division of Enrollment Services, which includes the Office of Financial Aid, Undergraduate Admission, the Dorothea Lynde Dix Scholars Program, and Graduate Studies Admission. The dean of the faculty, a tenured professor, assists the dean in all areas with emphasis on faculty development and curriculum.



## Student Services

In keeping with its philosophy of individual study, personal development, and career preparation, the College offers a variety of programs and services for its students.

**The Office of the Dean for Student Life** coordinates a comprehensive set of programs and services designed to enhance the undergraduate and graduate student educational experience. The Student Life Division includes the Department of Athletics and Physical Education, the Counseling Center, the Health Center, the Office of Residence Life, the Chaplaincy, and the Office of Student Activities.

Information about Simmons College policies, procedures, and academic and social programs is available through the Office of the Dean for Student Life. The staff in the office serves as resources and advocates for students on a variety of issues related to the student experience at Simmons. Services provided by staff members include advising of students and organizations, such as commuter student advising, international student advising, and ALANA (African American, Latina/o, Asian, and Native American) student advising. Staff members also administer a variety of programs, including domestic exchange, ALANA student, international student, commuter student, and Dix Scholar programming, and the retention program.

**The Academic Support Center** provides an array of services to undergraduate and graduate students. These services support the academic work of the student and assist in academic decision-making. The services include assistance with study skills development, time management, test preparation, and academic motivation. Study groups help students apply general learning strategies to the specific content of many introductory and some advanced courses. The Center also provides tutors when a student needs individual work on a course.

In addition, writing tutors help students work on course papers to strengthen their critical thinking skills and command of written English. An English-as-a-Second-Language Specialist helps non-native speakers improve their language skills and adjust to the American academic environment. Academic support and advocacy for students with learning disabilities, academic assistance for students with physical disabilities, and coaching for the undergraduate math competency examination are also provided.

**The J. Garton Needham Counseling Center's** staff offers personal counseling services to students who wish to confidentially discuss their concerns and questions with a staff psychologist or intern in psychology or counseling. Following an initial evaluation, the counselor will recommend appropriate ways

of helping the student cope with these concerns. Consultation services are available to any member of the Simmons community who is concerned about a colleague or friend. These services are available at no cost and are confidential, as provided by state law.

**The Career Resource Library** offers an extensive listing of web sites, linking employers, job listings and sources for career-related research. Career- and graduate school-focused cd roms and software programs are also available. To complement the virtual library, other resources and services include a collection of books, periodicals and reference sources, an Alumnae Contact File, and computer workstations for creating résumés and cover letters. A career librarian and staff offer a workshop series and individual research consultation.

**The Office of Career Education** assists undergraduates, seniors, graduate students, and alumnae/i at all stages of their career development. Experienced alumnae/i who wish to evaluate and prepare for possible career changes as well as undergraduates who need assistance with identifying their interests, skills, and values in relation to making effective career decisions are encouraged to use the services of the office. In workshops or in individual appointments, students and alumnae/i can receive help in preparing for a job search, identifying compatible employment, and focusing on long-term career goals. Annually, the office lists more than 3,000 positions in business and industry, health and education, government, public affairs, and human services. Recruiters from these areas and others visit the College each year to interview seniors and graduate students for full-time employment. Recommendations from the Simmons faculty and former employers may be filed in this office so they will be available when needed to support new job or graduate school applications.

**The Student Employment** area helps students who seek jobs or internships during the academic year and during vacation periods. The office maintains listings for both on- and off-campus employment, funded either by the organization(s) or through the Federal Work-Study Program. Internships and off-campus learning experiences are filed in the office and circulated to academic departments.

**The Office of Residence Life** coordinates all aspects of the residential living experience. It contributes to co-curricular education by providing a wide variety services, leadership opportunities and educational activities for all residential students. Special housing options create a living/learning environment and foster personal growth and development. A Faculty Associates Program provides many avenues for informal interaction among Simmons College faculty and

students. A combination of full- and part-time professionals and paraprofessionals staff the Office of Residence Life. Together, the staff works with students to create an environment that encourages mutual respect and develops and supports the diversity and individuality of all community members.

All residence halls are corridor style with double and triple rooms. Singles are available for seniors, graduate students, and Dix Scholars. Special Interest Housing options are available to all undergraduate students. These options include wellness, community service, limited visitation, and extended quiet hour areas. Assignments are based on students' preferences as stated in the Application for Housing. To apply for housing please contact Residence Life.

The Office of Residence Life is located in Evans Hall, 305 Brookline Avenue, Boston, MA. The office is open Monday through Friday, from 8:30 a.m. to 4:30 p.m. The phone number is (617) 521-1096.

**The Office of Student Financial Aid** administers federal, state, and institutionally funded financial aid programs to eligible students. This funding may make a Simmons education available to students who are unable to finance costs entirely on their own. In addition, the office determines eligibility for work in the Federal Work-Study Program, which provides positions both on and off campus. Advising on financial planning and budgeting and sources of assistance outside the College are also provided.

**The Office of Student Activities** coordinates programs and services to enhance student development and provides an active campus life through opportunities for co-curricular involvement. The staff accomplishes these goals through work with student organizations, campus programs, leadership development and education, and new student orientation, providing a variety of opportunities for students to teach and learn from each other. The office also manages the Student Activities Center, which is home to student organization offices, the student publications suite, the graphics center, the student business managers, the Student Activities staff, and the information desk. The Student Activities Information Desk, managed and staffed by students, is a service for all students, faculty, and staff. Discount tickets, postage stamps, copy cards, and subway passes are just a few of the items available to the Simmons community.

**The Health Center** is located on the residence campus with a satellite clinic at Wentworth Institute of Technology, 550 Huntington Ave., Boston. The walk-in clinic is open daily and staffed by registered nurses. A staff member is on-call for consultation when the Health Center is closed. The staff includes the medical director, administrative director, several staff physicians, a consultant in gynecology, and

registered nurses and nurse practitioners. Physicians and nurse practitioners have daily office hours during the school year.

All undergraduate and graduate students must submit a health certificate to the medical director prior to registration. The College provides these forms through the undergraduate and graduate admission offices.

A compulsory health fee payment of \$418.00 annually (\$209.00 each semester) is required of all full-time registered undergraduates and those graduate students living on the residence campus. Other graduate students not living on the residence campus may elect to use the Health Center by paying the health fee or on a fee-for-service basis. The health fee covers the use of all Health Center facilities during the undergraduate calendar year. The fee does not cover charges for prescription medications. Consultations with physicians outside the Health Center, as well as X-rays and laboratory tests not available at the Health Center (e.g., specialized tests or emergency procedures that may be necessary), are also not covered by the health fee. Expenses associated with serious illness requiring hospitalization are the responsibility of each student. Because medical care in Boston is very expensive, attention to the provision of adequate accident and illness insurance for each student is very important. All full-time undergraduate and graduate students are required to carry basic medical insurance. We recommend that students carry catastrophic health insurance as well as the required basic medical insurance. Students and parents should check with their own insurance providers about adequate coverage, either through family/individual plans or with the student health insurance plan that is available from the College.

Limited services are available during the summer and school vacations.

**The College Libraries'** mission is to support and enhance the academic, instructional, and intellectual programs of Simmons College. The libraries achieve this goal by acquiring and making readily accessible a wide variety of print, media and electronic materials, and by offering a full range of information services.

The Simmons College Libraries consist of several major components, which provide access to a book and journal collection of more than 260,000 volumes and over 2,000 periodical subscriptions. Beatley Library, the main College library, houses the bulk of these titles, as well as a rapidly expanding collection of media materials. A comprehensive reference collection and circulating collections which support the curricula of the College are major assets of the Beatley Library. The library staff provides in-depth reference and interlibrary loan services and works closely with faculty to provide programs of library instruction. The libraries offer important automated services, including computerized circulation, an online catalog



available in all of the libraries or by dialing into the system, periodical literature searching, and access to other libraries' computerized catalogs. They also provide a limited number of public terminals for e-mail and for World Wide Web access.

Microcomputers are available in the Micro-computer Laboratory and Classrooms for students, faculty, and staff; assistance in their use is offered by student consultants.

The Media Center, located on the first floor of the Beatley Library in room L-105, includes a video studio and editing facility, as well as production equipment for traditional and electronic presentations. The center provides the Simmons community with a variety of services, including media instruction and assistance in renting and acquiring media materials and equipment. Video playback machines and multimedia stations are also featured in the Media Center.

The College's Colonel Miriam E. Perry Goll Archives, located nearby in the Main College Building (MCB), houses a collection of historical materials relating to Simmons and to the history of professional education for women.

The Career Resource Library, also located in the MCB, is a reference center where students can explore and research various academic programs and career opportunities.

The Graduate School of Library and Information Science Library is a specialized collection containing both historical and current material on book publishing, library management, and information services. This library is located on the fourth floor of the Beatley Library building.

The Graduate School of Social Work, located at 51 Commonwealth Avenue, Boston, maintains a separate library of materials on social service and policy.

The Graduate School of Management Library was opened in 1983 to support the specialized needs of graduate management students. The facility is at 419 Commonwealth Avenue, Boston.

The Simmons College Libraries belong to the Fenway Library Consortium, which is composed of 14 nearby libraries. All members of the Simmons community have library privileges at the other 13 libraries, which include the Brookline Public Library, and libraries at Emerson, Emmanuel, Hebrew, Lesley, and Wheelock colleges; Massachusetts College of Art; Massachusetts College of Pharmacy and Allied Health Sciences; Suffolk University; University of Massachusetts at Boston; Wentworth Institute; the New England Conservatory of Music; and the Museum of Fine Arts.

The Holmes Sports Center features a competitive, eight-lane swimming pool; on-deck spa and

sauna; a gymnasium consisting of one regulation wood-floor basketball court, two regulation volleyball courts, and three regulation badminton courts; two racquetball and two squash courts; indoor suspended running area; maple-floor dance studio; two rowing tanks; and three fitness rooms including Eagle weight equipment, free weights, and cardiovascular training equipment such as treadmills, rowing ergometers, stationary bicycles, and Stairmasters.

The Department of Athletics, Physical Education, and Recreation, located in the Sports Center, offers a variety of fitness opportunities for undergraduate, graduate, and Dix Scholar students. Through the Lifelong Exercise and Activities Program (L.E.A.P.), students may choose to enjoy exercise, to learn new skills, or to develop existing ones through intercollegiate athletics, instructional courses, recreational outings, or intramural programs. See page 138 for more information.

The Alumnae Association, which represents approximately 17,000 graduates of the undergraduate college, works with the support of the Office of Alumnae/i Relations to serve and advance the interests of the College. A very active alumnae network exists worldwide to recruit and assist students in their educational pursuits and in their leadership and career development through scholarships, mentoring, and internship programs. The undergraduate alumnae network includes over 46 alumnae clubs and designated contacts in the United States and three in Europe. Locally, the Alumnae Association works with the Student Alumnae Association (SAA) to sponsor and support programs which foster a spirit of fellowship among alumnae, students, faculty, and administration, and familiarizes students with the important roles and responsibilities served by alumnae in the Simmons community. Alumnae provide important financial support to the growth and development of the College through annual, capital, and planned gifts. The African American Alumnae Association, founded in 1989, administers networking, academic, and other programs for graduate and undergraduate alumnae/i, and students. The Office of Alumnae/i Relations also oversees much of the graduate alumnae/i programming at the College, including continuing education, professional outreach programs, and reunions for the graduate schools of social work, library and information science and health studies, and other graduate programs. Graduate alumnae/i represent about half of the College's over 31,000 graduates.

Finally, the Center administers the academic advising system for the undergraduate College. The Center assigns faculty advisers to students, offers supplementary advising to students, and provides faculty development workshops and other advising support.

# Undergraduate Admission

## Freshman Students

The students at Simmons come from most of the 50 states and more than 30 foreign countries. They represent a variety of geographic, religious, racial, ethnic, and economic backgrounds. They have a variety of interests as well—in their studies and in their extracurricular activities.

Retaining this diversity and maintaining a high standard of academic achievement is the responsibility of the Committee on Admission. Each potential candidate is considered for the strengths she would bring to the Simmons community, in both areas of scholarship and character. In addition to evidence of academic ability, the Committee looks for students who have shown the motivation to succeed, and have interest in giving their time to the community, as well as those with special talents and leadership qualities. Simmons students are chosen not only with respect to what they contribute to the College, but in order that they will be able to take full advantage of the opportunities Simmons makes available.

The credentials that each applicant must submit are listed below. The most important is the high school record. A careful study of the number and level of courses that a student has taken, her grades, and her school's recommendation give the Committee an indication of the kind of work she can be expected to do in college.

What the student has to say about herself, particularly in writing her application and during an interview, tells the Committee about her interests and the kinds of activities to which she has devoted her time and energy. Finally, the results of the required standardized tests help to complete the picture.

At regular meetings, the members of the faculty and administration who make up the Committee on Admission review each applicant's credentials. They discuss applications individually and select for admission those students who appear to be best qualified for Simmons.

## Application Procedure for Freshmen

Simmons offers two admission plans for freshman applicants:

**1. Early Decision:** Students who are firmly committed to Simmons as their first-choice college may choose to apply under the early decision plan. There are two deadlines for early decision: the application deadline for Early Decision I is November 15, with notification of a decision no later than December 15. The deadline for Early Decision II is January 1, with notification of a decision no later than February 1.

Students considered under the early decision plan, if accepted, are committing themselves to enroll at Simmons, and must withdraw all other applications submitted to other institutions. A tuition deposit must be returned to the Admission Office no later than January 15 for Early Decision I and March 1 for Early Decision II. Students not accepted under the early decision plan will automatically be reconsidered with the remaining applicant pool.

**2. Regular Decision:** The application deadline for regular admission is February 1. Notification of a final decision will be sent no later than April 15. Simmons subscribes to the national candidate's reply date of May 1.

## Required Credentials

**1. Application Form:** The Simmons application and a nonrefundable \$35 fee should be submitted to the Admission Office for regular decision candidates by February 1. Early decision candidates should apply by November 15 for Early Decision I and by January 1 for Early Decision II. Students applying for the spring semester, which begins in January, should submit an application by December 1. The Common Application may be used in place of the Simmons form for students applying for regular decision.

**2. Application for Financial Aid:** The Simmons College Application for Financial Aid, which is also available from the Admission Office, must be returned to the Financial Aid Office by February 1. Students applying under the early decision plan should contact the Financial Aid Office for application requirements. Complete application instructions are available in the application booklet. The deadlines for applications are November 15 for Early Decision I and January 1 for Early Decision II. Financial need is not a factor considered in the admission process. For further information about financial aid, see page 23.

**3. Tests:** Every applicant must take either the SAT I: Reasoning Test or the American College Testing Assessment (ACT). Applicants whose native language is not English should see the test requirements for international students. All tests should be taken no later than the January testing date of the applicant's senior year. Scores should be reported to Simmons by the College Board. (The CEEB code for Simmons is 3761.) For information concerning these tests, write the College Entrance Examination Board at either Box 6200, Princeton, NJ, 08541-6200, or the American College Testing Assessment, P.O. Box 414, Iowa City, IA, 52243. (The ACT code for Simmons is 1892.)

**4. Secondary School Record:** A complete transcript from the secondary school is required.



**5. Recommendations:** The applicant must submit two official recommendations from the high school she attends, one from a guidance counselor and one from a teacher. A student may submit additional recommendations if she so chooses.

**6. Personal Interview:** Each applicant should visit the College if possible. An interview is strongly recommended. The Admission Office is open for interviews year round Monday through Friday from 9:00 a.m. to 4:00 p.m., and during certain times of the year on Saturday from 9:00 a.m. to 1:00 p.m. Please make appointments as far in advance as possible.

**7. Deferred Admission:** Accepted students who are not able to attend Simmons the semester for which they were accepted may request to have their acceptance deferred to the next semester or the next academic year. Requests must be submitted in writing to the Admission Office prior to the date the student is expected to enroll.

## Advanced Placement

Academic credit and/or advanced placement in courses taught at Simmons may be granted to students who have completed Advanced Placement courses in secondary school. Achievement in the Advanced Placement tests of the College Board is recognized as follows: eight credits will be given for the score of five; four credits will be given for the score of four; possible credit will be given for the score of three upon the recommendation of the appropriate department after a review of the student's AP examination; no credit will be given for the scores of one or two.

## Honors Scholarship Programs

Simmons offers two types of academic scholarships for incoming students: the Honors Scholarship and the Dorothy Boulding Ferebee Scholarship. Students may be eligible for both but may receive only one scholarship.

## Honors Program and Scholarship

Each year a small percentage of entering first-year students with excellent high school academic records will be chosen as Honors Scholars and awarded a half-tuition scholarship for each of their four years at Simmons. In addition to receiving an award, students participate in the Honors Seminar, a two-semester interdisciplinary seminar in the freshman year and in a variety of other activities.

## Ferebee Scholarship

The Dorothy Boulding Ferebee Scholarship is offered each year to a select number of incoming ALANA

(African American, Latina/o, Asian, and Native American) students. All ALANA seniors in high school who have distinguished themselves academically, as well as in their community service and co-curricular activities, are eligible for consideration. Finalists will be selected and interviewed by the Dorothy Boulding Ferebee Scholarship Committee. Winners of the scholarship competition will be awarded a half-tuition scholarship for each of their four years at Simmons.

## Transfer Students

Each year approximately 100 students with advanced standing are admitted to the College. Transfers are accepted for both the January and September terms. A transfer student is anyone who is enrolling in Simmons for the first time and who has earned at least nine college-level credits at another accredited institution. Transfer credit is generally granted for courses comparable to those offered by Simmons that were successfully completed at another accredited institution. The student must have received a grade of at least C- to receive credit for a course. To be eligible for the Simmons degree, transfer students must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit. Students interested in nursing or physical therapy must contact the Admission Office before applying to check on openings in and requirements for these programs.

Students aged 23 or older should apply to Simmons through the Dorothea Lynde Dix Scholars Program. Please see page 22 for details.

## Application Procedure for Transfers

**1. Application Form:** Each applicant fills out an application provided by the Admission Office and returns it with a nonrefundable \$35 fee. Though transfer applications are reviewed on a rolling basis, there is a preferred application deadline of April 1 for entrance in the fall semester. Notification of decisions will be on a rolling basis. Accepted students who apply by April 1 and decide to enroll will be requested to submit a deposit no later than June 1. Students who apply after April 1 will be given their deposit deadline based on the date of decision. Students interested in enrolling for the spring semester should apply no later than December 1. For students applying as transfer candidates for the program in nursing, applications should be submitted by March 1.

**2. Application for Financial Aid:** The completed Simmons Application for Financial Aid must be returned to the Financial Aid Office no later than April 1 for the fall semester and by December 1 for the spring semester. Financial need is not a factor considered in the admission process. For further information

about financial aid, please refer to the application booklet for complete requirements.

**3. Secondary School Record:** A complete transcript from the secondary school is required. The applicant should contact her high school directly for this information.

**4. Tests:** Standardized test results are required of each applicant. This requirement may be met by taking either the SAT I: Reasoning Test or the American College Testing (ACT) Assessment. Scores of tests taken before college entrance may be used. For information concerning these tests, write the College Entrance Examination Board at either Box 592, Princeton, NJ, 08540, or Box 1025, Berkeley, CA, 94701; or the American College Testing Assessment, P.O. Box 414, Iowa City, IA, 52243. International students whose primary language is not English must take the Test of English as a Foreign Language (TOEFL) in place of the SAT I or ACT. A minimum TOEFL score of 550 is required for consideration for admission. In all cases, the applicant is responsible for having the test results forwarded to the Admission Office. Applicants who have not taken any tests should contact the Admission Office.

**5. College Record:** An official transcript from each college attended is required. When final grades are available, the applicant must file a supplementary transcript.

**6. Midterm Grade Report:** The Admission Committee requests that each applicant have her current instructors send midterm reports with her expected grades to the Admission Office. A form is provided in the transfer application.

**7. College Recommendations:** A recommendation from a faculty member and a letter of good standing from the academic dean at the applicant's most recent college are required. Forms for this purpose are included with the application materials. As directed on the form, the dean must also indicate the current academic status of the applicant.

The Simmons Admission Office keeps all credentials for two years. Therefore, applicants should notify the Office if they have previously applied to the College, as some of the required credentials may already be on file.

### Advanced Placement for Transfer Students

To receive Advanced Placement credit, a transfer student must have taken the College Board Advanced Placement Examination before she matriculated at the college she attended as a freshman, and she must apply for credit no later than the end of her first semester at Simmons. She must also submit to the registrar the

official Educational Testing Service's verification of her scores. For additional information about Advanced Placement credit, please see page 20.

### Second Baccalaureate Degree

Qualified students holding a baccalaureate degree may be admitted to the College as a candidate for another baccalaureate degree. They are allowed to apply, where appropriate, up to a maximum of 80 credits from the first degree toward the second degree.

After admission to the College, students 22 years of age and under are subject to all the conditions that apply to transfer students. Applicants 23 years of age and older apply through the Dorothea Lynde Dix Scholars Program and, once admitted, are subject to the policies that apply to Dix Scholars.

### The Simmons Semester in Boston

The Simmons Semester in Boston Program allows men and women from other colleges and universities to spend one semester enrolled as visiting students at Simmons. All courses in the College curriculum are open to these visiting students, assuming the prerequisites have been fulfilled and space is available. Housing on the Simmons residence campus will be offered to visiting students on a space-available basis. Students who are in good standing at their home institutions are eligible to apply. In addition to an application, candidates must forward an official transcript from the college in which they are currently enrolled. Simmons financial aid is not available for students participating in the Simmons Semester in Boston Program.

### International Students

Simmons College actively seeks out the most qualified students from every part of the world. Students who have completed or will complete the level of secondary education appropriate to beginning bachelor-level studies in the United States will be considered. Many students are eligible for advanced standing and college credit for certain secondary school examinations and certificates (such as A-level exams and the international baccalaureate). Write to the Admission Office for specific information. Transfer students from junior colleges, institutes, and private and public colleges and universities recognized by their local governments will also be considered candidates for admission and transfer credit.

**1. International Honors Scholars:** Students who are not United States citizens or permanent residents are generally not eligible for financial assistance at Simmons College. However, students applying as freshmen (first-year students) may be considered for



the Honors Scholarship or for the International Presidential Scholarship. These awards currently range from \$1,000 to \$8,500 per year. No special application is required. In addition, all international students are guaranteed the opportunity to earn up to \$1,500 per year through on-campus employment.

**2. Declaration of Finances:** In addition, students who are not U.S. citizens or permanent residents are required to submit evidence of financial support in order to meet U.S. Immigration and Naturalization Service regulations for obtaining an F-1 Student Visa.

**3. Tests:** Students must demonstrate proficiency in English. If a student's native language is not English, she should arrange to sit for the Test of English as a Foreign Language (TOEFL). A minimum score of 550 is required. Students with a TOEFL score below 550 will be considered for conditional admission to the College provided they meet all other requirements for admission. Those offered conditional admission will be invited to register for the English language program offered by the Language Institute for English (L.I.F.E.). Participants in the program live in a Simmons residence hall and have access to all of the College's facilities while they improve their English. Students who complete level 12 of the L.I.F.E. program and successfully pass the Simmons College writing entrance exam will be admitted to the College as a full-time student without having to submit another TOEFL score. Students who choose to study at another language school will be reevaluated by the Admission Committee upon receipt of official test results showing a TOEFL score of at least 550. First-year students are also required to take SAT I: Reasoning Test or the American College Testing Assessment (ACT). Any questions or concerns may be directed to the coordinator of international admission. Information on both of these tests may be obtained from Educational Advisers at U.S.I.S. offices, Fulbright commissions, United States embassies and consulates, and international high schools overseas.

**4. Application Deadline:** Applications from international students will be accepted on a continuing basis throughout the year, and students living outside the United States will be notified of an admission decision as soon as it is made. An F-1 Student Visa eligibility document (I-20) will accompany the admission decision letter for all students who are neither U.S. citizens nor permanent residents and who have provided the necessary documentation of financial support.

## The Dorothea Lynde Dix Scholars Program

Simmons offers undergraduate education to women beyond the age of traditional college students (aged 23 or older) who seek a liberal arts and sciences back-

ground combined with professional career preparation. The Dix Scholars Program provides an opportunity for them to complete or supplement their education on a flexible basis, either full or part time.

Women enter the program for many reasons: to complete an undergraduate degree, to fulfill prerequisites for graduate school, to expand their knowledge and competence as a professional, to gain enrichment, or to take courses as a guest student from another college.

Qualifications for acceptance are flexible, although readiness and ability to handle course work at Simmons are important factors. Applications are accepted year round, and the process may be initiated at any time for either fall or spring semesters.

Dix Scholars may transfer up to a maximum of 80 semester hours toward a Simmons baccalaureate degree through prior course work, the College-Level Examination Program (CLEP), and the College's Credit for Prior Learning (CPL) process. A minimum of 48 credits must be completed at Simmons.

Students in the Dorothea Lynde Dix Scholars Program enroll in regular undergraduate courses, and those working toward completing their undergraduate education receive the standard Simmons degrees. Non-degree applicants, who may be women or men, are designated as special students.

A second baccalaureate degree option is available for students who already possess a bachelor's degree in one field but wish to earn another in a different field of study. A maximum of 80 semester hours may be applied from the first degree toward the second one.

Students interested in the Bachelor of Science Degree Completion Program for Registered Nurses are also advised through the Dorothea Lynde Dix Scholars Program. Registered nurses who have graduated from an accredited nursing program with either a diploma or associate's degree in nursing may apply up to 80 credits toward the Simmons degree through transfer credit; CLEP, ACT PEP, and NLN exams; and the Credit for Prior Learning process.

On-campus housing is available in private or semi-private single rooms in residence halls reserved for graduate students and Dix Scholars.

Individual advisement may be obtained from the Dix Scholars' Office. Academic advising is provided by designated advisers in undergraduate departments and programs.

## Graduate Programs

For information on admission and financial aid to Simmons' various graduate programs, see page 163.

# Financial Aid for Undergraduates

Simmons makes its educational opportunities available to as many capable, promising students as possible and welcomes applications from students who could not meet their expenses at the College without assistance.

The College believes that the amount of aid given to a student should be based upon financial need, and Simmons uses the federally-approved need analysis formula to determine need for federal aid programs. Requirements to apply for grants, loans, and part-time employment are outlined in the instructions available in the Financial Aid Office.

## Grants

Grants, with the exception of merit scholarships (i.e. Ferebee, Simmons Boston Scholarship, Presidential Excellence Awards, and Simmons Honors Scholarships), are awarded on the basis of need, academic achievement and promise, and personal qualifications. The number of students selected for grants each year is determined by the amount of money available and the needs of the applicant pool.

Once a student has completed her application for financial aid, she is automatically considered for all awards administered by the College; she need not make special application for any one scholarship. The College offers grants in amounts up to \$17,900, which result partially from close to 175 named and special scholarships provided by generous alumnae and friends of the College. For scholarships donated by Simmons alumnae clubs, regional preference is given. Other Simmons scholarships are awarded based on the student's academic field of interest.

Federal Supplemental Educational Opportunity Grants administered by the College are from funds provided by the federal government and are available to qualified high school graduates.

Federal Pell Grants of up to \$3,000 a year are provided directly to students with financial need by the federal government. All undergraduates are eligible to apply for a Federal Pell Grant by filing the Free Application for Federal Student Aid (FAFSA). All Massachusetts residents must apply for a Federal Pell Grant in order to be considered for the MASSGrant Program.

State scholarship programs are another possibility that applicants should investigate. A number of states, among them Connecticut, Maine, Maryland, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, and Vermont, offer grants that may be used within or outside the state at the college of the applicant's choice.

## Loans

Simmons College loans are available to undergraduates who are studying on at least a half-time basis, and who, without such assistance, would be unable to meet their educational expenses.

Federal Perkins Loans, from funds provided by the federal government and by the College, are available to eligible full- and half-time students who are admitted into one of the College's regular programs.

Subsidized Federal Stafford Loans, authorized by the Higher Education Assistance Act of 1965, are available to eligible students in amounts up to \$2,625 per year for freshmen, \$3,500 per year for sophomores, and \$5,500 per year for juniors and seniors through private commercial lenders, such as banks, credit unions, and savings and loan associations. Information about these loans can be obtained from participating agencies in the student's home area.

Federal Parent Loans for Undergraduate Students (PLUS) help parents to pay for their children's higher education by enabling them to borrow up to the cost of education minus other financial aid. Repayment starts within 60 days of disbursement, and loans are repaid over a maximum period of ten years. Further information and applications for Federal PLUS Loans can be obtained from a local bank or credit union, or the College's Financial Aid Office.

Independent students are eligible to borrow under a similar program, the unsubsidized Federal Stafford Loan. These loans should be considered cautiously since repayment begins while the student is still in college. Further information and applications can be obtained from a local bank or credit union or the College's Financial Aid Office.

Another program available to parents and students is the MEFA Loan program. Loans are offered to families at an interest rate of roughly eight percent, with repayment beginning within 30 days of the date that funds are allotted, and extending for up to 15 years. The maximum undergraduate loan is the cost of education, minus any other aid the student receives.

In addition to these loan programs, there are several funds designed to help students during the semester when emergencies arise. These short-term loans are available to students no more than once each semester. Two examples of this type of loan follow.

The New England Society in the City of New York makes available to deserving students of New England birth or ancestry, small, temporary loans to meet emergency personal needs.



A fund for emergency loans was established by the African American Alumnae Association to provide short-term, no-interest loans to students experiencing unexpected financial difficulty. The fund is named the Marva Alvita Spaulding Fields Student Emergency Loan Fund (SELF) in memory of "Vita" '72.

### Part-Time Employment

Simmons expects that most students will be able to work part-time, on the campus or in the Boston area, to help meet college expenses. It is recommended that freshmen work no more than ten hours per week and that upperclassmen work no more than 15 hours per week, so that studying is not jeopardized by working hours (see page 14). Students interested in work opportunities should register with the Office of Career Education (see page 16). The College participates in the Federal Work-Study Program, which may be used in jobs both on and off campus.

### Applications for Financial Aid

Prospective freshmen interested in applying for financial aid should do so at the time of their application for admission. Early decision applicants should submit the Early Financial Aid Form to the Financial Aid Office by November 15 for Early Decision I and by January 1 for Early Decision II. To be given priority consideration, the final date for filing the Financial Aid Application Form is February 1 for prospective freshmen and March 1 for current upperclassmen. These deadlines are subject to change, and applicants should check current application materials for updated information. The Simmons Financial Aid Application is available from the College's Undergraduate Admission Office; the FAFSA (Free Application for Federal Student Aid) is available from the student's high school guidance office or the College's Financial Aid Office. Notice of awards will be sent by June 15 for returning undergraduates who have filed by the deadline.

It is possible to receive financial aid for up to 128 attempted credits, provided the student maintains satisfactory academic progress, continues to demonstrate financial need, and annually submits all necessary application materials by the deadline. Simmons tries (depending upon program funding levels) to meet each financial aid recipient's need as determined on the financial aid forms. If available financial aid

decreases in subsequent years, aid will be adjusted accordingly. Each year students must file an application for aid with the director of student financial aid and the FAFSA with the federal processor. These forms are available in the Financial Aid Office.

### Aid for Transfer Students

Students transferring to Simmons are also eligible for financial aid as described above. However, awards are limited in number.

Transfers should complete a Simmons Financial Aid Application, and the Free Application for Federal Student Aid (FAFSA) at the same time that they apply for admission. Forms are included in the transfer admissions application and are available from the Admission Office. The FAFSA may be obtained at any college financial aid office. The Transfer Aid Application Form is due no later than April 1 for fall semester and December 1 for spring semester. Notice of awards will be sent by the end of June and December, respectively.

### Aid for Dix Scholars

Newly enrolling Dix Scholars are able to receive reduced tuition (one-half the usual rate) for the first eight credits taken during the academic year. Dix Scholars working toward their first undergraduate degree are considered for federal and state funds, as well as a variety of special Simmons scholarships designated for them by generous alumnae and friends of the College. Students seeking a second degree are also eligible for aid, but on a limited basis.

Any Dix Scholar is welcome to apply for financial aid by submitting the Simmons Financial Aid Application, the financial aid form (FAFSA), and a photocopy of her federal income tax return. Students over the age of 24, married students, and students with dependent children are not required to submit their parents' financial information on the FAFSA. Necessary application materials are available from the Office of Financial Aid, and they are due March 1 for the entire academic year and December 1 for spring semester only. Notice of awards will be sent by the end of June and December, respectively.

# Registration and Financial Information

General College policies, procedures, and charges regarding registration and financial matters are stated below. All students are responsible for being familiar with the regulations of the College. Special programs, continuing education, and other courses of instruction may have variations or additional stipulations affecting certain policies and special fees. For Graduate and Post-Baccalaureate Program information, please see page 163.

## Registration: New Students

New and returning students should finalize their registrations by September 1, 1998, for first (fall) semester and on January 8, 1999, for second (spring) semester. An officially registered student is one who has completed the registration form per instructions, has obtained any necessary approvals, and has settled all charges with the Office of Student Accounts.

No student may register for any course after the fourth Friday of either semester.

## Billing: New Students

Invoices (statements of student accounts) are mailed prior to July 10 for first semester and November 26 for second semester. They are sent to new students' permanent addresses as maintained by the Registrar's Office. Any student who does not receive a bill by these dates should request one from the Office of Student Accounts. For new students who are accepted to the College after the respective billing dates noted above, all charges are payable when billed.

Tuition charges are based on the usual academic load of four courses valued at four semester hours each, which totals 16 semester hours. Students planning a course load other than this should notify the Registrar in writing prior to June 8 for first semester and November 14 for second semester so that a correct bill can be issued.

## Registration: Returning Students

See academic calendar found on pages 4 and 5 for registration deadlines.

No student may register for any course after the fourth week of either semester.

## Billing: Returning Students

Invoices (statements of student accounts) are mailed prior to July 10 for first semester and November 26 for second semester. They are sent to returning students'

permanent addresses as maintained by the Registrar's Office. Any student who does not receive a bill by these dates should request one from the Office of Student Accounts.

Invoices are prepared on the basis of submitted registration information. Students who do not register by the due dates noted on the academic calendar are billed for the usual academic load of four courses valued at four semester hours each, which totals 16 semester hours.

## Expenses

Tuition is based on a charge per semester hour of instruction. The basic tuition charge is \$587 per semester hour, and most courses of instruction are valued at four semester hours, or \$2,348 per course. Thus, the usual academic load of four courses, taken in each of two semesters of the academic year, amounts to 32 semester hours, for a tuition charge of \$18,784. In addition, all full-time undergraduates (12 or more semester hours per semester) must pay a \$418 health fee (\$209 each semester). The health fee entitles a student to the services of the Simmons Health Center but does not include any accident and/or sickness insurance. The basic charge for room and board for undergraduates on the residence campus is \$7,590 (\$8,474 for Dix Scholars). All full-time undergraduates pay a \$180 student activity fee, which supports a number of student-run activities and events.

For an undergraduate carrying the usual course load of 32 semester hours (four courses per semester), the following College budget is suggested:

	Resident	Commuter
Tuition	\$ 18,784	\$ 18,784
Residence (room and board)	7,590	-0-
Health Fee	418	418
Student Activity Fee	180	180
	\$ 26,972	\$ 19,382

Approximately \$560 should be budgeted for books and supplies. Commuting students should allow approximately \$1,500 for transportation and lunches. Additional expenses, such as travel, recreation, clothing, cleaning, and laundry, must be taken into account by the individual student.

## Massachusetts Medical Insurance

Massachusetts state law has mandated that all students taking at least 75 percent of full-time credit hours must be covered by medical insurance providing for a



specified minimum coverage. Simmons College offers students the option of participating in a plan offered through the College or submitting a waiver form. The waiver form must include specific insurance information on the comparable insurance plan covering the student. Waivers are mailed to all students and are available on request from the Office of Student Accounts. The waivers must be returned by July 30, 1998, for the fall semester and by December 15, 1998, for the spring semester. Students taking at least 75 percent of full time credit hours who do not submit a waiver form by the due dates above will automatically be enrolled and billed for the required Massachusetts Medical Insurance.

### Payment Policies

College charges for tuition, fees, residence, and any prior balance must be paid in full each semester before a student may attend classes. A student's registration is complete and official when the student has completed the registration forms per instructions, has obtained the necessary approvals, and has settled all charges with the Office of Student Accounts.

Students are urged to complete payment in full by the due dates of August 1 for first semester and December 15 for second semester. The College cannot assure that payments received after the due date will be processed in time to clear the student's official registration without some waiting or inconvenience.

Tuition, residence, and other fees are divided evenly between the two semesters. Students whose payments are received after the due dates will be charged a \$100 late payment fee.

Students who do not settle their accounts prior to the first day of classes may have their schedule cancelled, and will have to select courses on a space-available basis.

Overdue accounts will be charged a delinquent fee of \$10, plus .83 percent (10 percent annual rate) of the outstanding balance each month, until paid in full. A fee of \$25, in addition to the above late payment fees, will be charged for any dishonored check.

Checks should be made payable to Simmons College and sent to Simmons College, 300 The Fenway, Boston, MA 02115-5898, Attn.: Student Accounts; or presented at Student Accounts, room C-002, at the College.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include mailing transcripts, grades, references, and placement

materials, and use of various offices and facilities. It should be noted that Simmons has no deferred-payment plans and that all College charges are payable by the applicable due dates, or the late payment/registration fees will be applied.

If the College refers a delinquent account to a collection agent or an attorney, these costs, plus administrative expenses associated with the collection effort, will be due and payable.

Many parents and students prefer to pay tuition and other fees in monthly installments and have found satisfaction with programs offered by a number of banks and other reputable financial concerns offering services along these lines; newly accepted students and their families will often receive direct mail advertisements from such firms. Such arrangements should be made well in advance of the start of the academic year. The College is not able to control such offerings, has no financial interest in these offerings, cannot recommend any particular plan, and suggests that any tuition proposal be studied carefully before its terms are accepted.

American Express, MasterCard, and VISA are accepted for the payment of tuition, required fees and residence charges.

### Tuition and Residence Deposits

A tuition deposit of \$200 is required of all candidates upon acceptance. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A residence deposit of \$250 is required before a room can be reserved on the College campus. It will remain on deposit while the student is in residence. New students—freshmen and transfers—receive the bill for this deposit with their admission acceptance notice.

### Refund Policies: Tuition General Refund Policy

The College provides all instruction (to be paid for prior to the beginning of each semester) on an academic-semester basis. Tuition refunds will be granted only through the first four weeks of a semester when specific conditions are met. The date that appears on the official Add/Drop Form filed with the Registrar is used to determine refund amounts. (Non-attendance in a class does not constitute withdrawal from that class.) Refunds are granted as follows:

<i>Courses Dropped On or Before</i>	<i>Percentage of Tuition Charged Cancelled</i>
<b>Fall Semester</b>	
September 11	100 percent
September 18	80 percent
September 25	60 percent
October 2	40 percent
October 9	20 percent
<b>Spring Semester</b>	
January 15	100 percent
January 22	80 percent
January 29	60 percent
February 5	40 percent
February 12	20 percent

No cancellation after the fifth week of classes.

### Special Rules Affecting Financial Aid Recipients

Students receiving financial assistance who withdraw from all of their coursework are subject to different rules. The philosophy of financial assistance programs is that the student and her family are primarily responsible for paying college costs. Assistance is meant to bridge the gap between what the family can pay and the total cost of an educational program. With this in mind, **any credit to the student's account resulting from withdrawal from course work will be refunded to the financial aid programs first, then to the student if funds remain after all aid is repaid. If funds remain after all aid is repaid and the student has no outstanding financial obligations, any excess monies will be refunded to the student.** Students who feel that their unique circumstances warrant consideration of an exception to this policy should write to the Financial Aid Advisory Committee, in care of the Financial Aid Office.

Students attending their first enrollment term at Simmons College who have received federal financial aid funds for that term (not including federal work-study) and who withdraw from all coursework before 60 percent of the term is over are subject to federal refund guidelines mandated by law. Under these regulations, a portion of total tuition, fees, and residence charges corresponding directly to the amount of time left in the term (measured in weeks) must be refunded to the student's account. The remaining credit balance is refunded to the financial aid programs in an order prescribed by law. Any funds remaining after aid is fully repaid can be returned to the student. The detailed description of this pro-rata refund policy is sent to new students and is available in the Financial Aid Office.

If a student received federal aid but is not a new student at Simmons, different rules apply for withdrawal from all courses before the end of the term. The College will refund institutional charges (tuition, mandatory fees, room and board) to the student's account as follows:

If the student withdraws on the first day of class for the semester, Simmons will refund 100 percent of the institutional charges.

If the student withdraws within the first 10 percent of the enrollment period, 90 percent of the institutional charges will be refunded.

If the student withdraws within the first 25 percent of the enrollment period, 50 percent of the institutional charges will be refunded.

If the student withdraws within the first 50 percent of the enrollment period, 25 percent of the institutional charges will be refunded.

There is no refund of institutional charges after 50 percent of the enrollment period has expired.

If any charges were unpaid at the time of withdrawal, no part of the refund will be issued directly to the student. Financial aid will be repaid by any credit applied to the student's account. This schedule meets federal standards for refund policies for students who receive federal aid. It is subject to change if the federal policy is revised.

All other students who withdraw from some or all classes are subject to the general refund policy which provides partial refunds of tuition only for the first four weeks of classes. As a rule, aid which has not been credited to the student's account at the time of withdrawal cannot be disbursed if the student no longer meets enrollment criteria for the award.

When students are not subject to the federally mandated refund policies, any Simmons charges which have not yet been paid by either anticipated financial aid or by the student are still owed to the College. The College will attempt to collect any unpaid charges, as well as late fees and interest charges. If the account is referred for collection, any associated expenses will be added to the balance due. Many privileges are suspended for students who are not in good standing with the College, including the release of academic transcripts.

In any case with no refund of tuition, financial assistance awarded and received for the term is considered to have been used; therefore, no repayment of aid is necessary.

Simmons undergraduates who are awarded institutional assistance are aided for a maximum of 128 attempted credit hours. Unless the entire aid amount



awarded for a dropped class is repaid by a refund of fees, the student is considered to have received aid for the dropped class. Although additional coursework may be needed to meet graduation requirements, additional institutional aid will not be awarded. Students who feel that their unique circumstances warrant consideration of an exception to this policy should write to or meet with their financial aid counselor in the Financial Aid Office.

The Financial Aid Office strongly encourages any aid recipient considering withdrawal from any or all coursework to meet first with a financial aid counselor, who can explain the financial implications of various alternatives and help the student make an informed decision. Worksheets or examples of refund calculations for partial and total withdrawals, for federal and non-federal aid recipients, and for new and returning students, may be obtained from the Financial Aid Office.

Required fees, as well as the tuition deposit, are not refundable.

Questions regarding refunds should be directed to the Office of Student Accounts.

### **Dropping a Course**

Registration reserves a student a place in class. This registration is binding, both financially and academically. Should a student decide not to attend class, written notification to the Registrar (per the Add/Drop Form, available in the Registrar's Office) is required. Notification received after the payment due date of a student's bill may result in the assessment of a late payment fee. Courses dropped are subject to the above refund policy.

If a refund is desired after a course is dropped, a request-for-refund form must be submitted as outlined above under Refund Policies: Tuition.

### **Refund Policy: Residence Fees and Deposit**

A resident student is required to prepay all residence charges. If a student withdraws during the first four

weeks of a semester, she will be refunded a prorated amount for raw food costs, starting from the date she officially withdraws from residence with the written approval of the Director of Residence Life. No refund will be made after the Friday of the fourth week of the semester. Federal financial aid recipients may be subject to different rules, and students are encouraged to meet with a financial aid counselor for an explanation of an individual case.

The residence deposit reserves a residence hall room for the entire academic year. This deposit is refundable in full upon graduation or upon notification by December 1 and March 30 that the student will not be returning to Simmons College the following semester. A student who withdraws from residence in mid-semester but who has paid her bills may receive her deposit in full upon written notification to the Director of Residence Life. Students should be aware that the Undergraduate Room and Board License Agreement is binding from the date of occupancy to the end of the academic year. (A first-year student who notifies the College on or before July 1 that she does not wish a room will receive a full deposit refund. Students accepted for the spring semester must notify the Director of Residence Life by December 1 to receive a full refund.) In addition, charges for damage or loss of College property attributed to the resident student may be assessed.

### **The Tuition Refund Plan, A.W.G. Dewar, Inc.**

Many parents and students have requested an option to protect their educational investment at the College from an accident, illness, injury, or mental health disorder. Simmons is pleased to offer such a program through A.W.G. Dewar, Inc. For information about this plan, please write directly to A.W.G. Dewar, Inc., 50 Braintree Hill Office Park, Braintree, MA 02184. Please note applications must be made prior to opening day at the College.

# Courses, Majors, and Minors

## Academic Credit

A course that occupies one-fourth of the full-time effort of a full-time student enrolled in a regular four-year program, regardless of the actual number of class exercises, is assigned credit of four semester hours. A course that occupies a smaller fraction or larger fraction of a student's effort is assigned credit in the same ratio.

## Course Numbers

Course numbering at Simmons College is as follows: courses numbered in the 100s are introductory and general education courses; 200s are intermediate level courses; 300s are advanced courses designed primarily for majors, other upper level students, and graduate students. Courses numbered in the 400s and 500s are ordinarily offered for graduate degree credit only, and courses numbered in the 600s may only be used for credit toward the doctor of arts degree in library and information science or the doctor of philosophy in social work degree. The digit following the hyphen in the course number represents the period in which the course is offered: 1 and 2 represent fall and spring semesters, respectively; 0 indicates a full-year course; and S following the course number indicates a summer course.

## All-College Courses

All freshmen are required to take the Multidisciplinary Core Course. In 1998-99 the course title is "Culture Matters."

### MCC 101-1 Multidisciplinary Core Course: Culture Matters

4 sem. hrs.

A writing course focusing on the student's insights into living in a multicultural society. Some writing will be based on observation and personal experience, some on readings and research; all will encourage reflection and critical thinking. Presentations and texts will be drawn from many academic fields. Members of various departments.

### MCC 102-2 Multidisciplinary Core Course: Culture Matters

4 sem. hrs.

Continued work on the agenda of MCC 101, with special emphasis on analytical and critical thinking. Members of various departments.

## Interdisciplinary Seminars

Interdisciplinary seminars are taught by two instructors from differing departments. Each seminar focuses on a specific topic, but responds to broad issues of contemporary importance. These seminars are not open to freshmen.





# Departments and Programs

## Department of African American Studies

**Chair:** Brinkley

**Associate Professors:** Brinkley, Hadley

African American Studies investigates the historical, cultural, and intellectual achievements of people of African descent and women of color within the United States and abroad. Because of its interdisciplinary emphasis, African American Studies prepares students for a job market in which there is an increasing demand for individuals with a broad liberal arts background. Moreover, the major prepares students to cope with a work world of increasing racial and ethnic diversity.

The Department of African American Studies publishes *Abafazi*, a nationally distributed journal of African descent women of African descent. Founded in 1991, the journal publishes scholarly essays, interviews, art, and literature. Students who are interested in learning about the publishing process can volunteer to work on the journal.

The Department of African American Studies offers a choice of three courses of study:

### Major in African American Studies

#### 1. A major in African American studies.

This course of study is for students who want to pursue a full-scale liberal arts major in African American Studies. Students who anticipate professional careers (e.g., law, education, or human services) or graduate study in liberal arts should consider this major track. The major requires 36 semester hours composed of the following:

- 4 semester hours AAS 101, Introduction to Africana Studies
- 4 semester hours AAS 102, Social and Psychological Developments of African Americans
- 4 semester hours AAS 103, African American Intellectual History
- 8 semester hours contributing to an interdisciplinary knowledge of African American studies, no more than 4 hours of which may be taken in any one department. Courses that count toward the satisfaction of this requirement include: AAS 210, AAS 300, AAS 335, Art 255, Eng. 176, Mgt. 131, Phil. 223, PolS. 215, and Soc. 234.
- 8 semester hours of electives. Courses listed under the "interdisciplinary knowledge" requirement may count as electives only if they are not counted

toward the satisfaction of the "interdisciplinary knowledge" requirement. Other electives are Art 251, His. 217, His. 213, PolS. 211, PolS. 242, Soc. 248, Soc. 249, AAS 350, AAS 355, or AAS 370.

- 8 semester hours AAS 350, AAS 355, or AAS 370.

**2. A major with a specialization in African American women.** This course of study is for students who wish to develop sophisticated theoretical tools in order to study the complex relationships between race and gender, and to apply those tools specifically to the study of African American women. This major requires 36 hours composed of the following:

- 4 semester hours AAS 101, Introduction to Africana Studies
- 4 semester hours AAS 102, Social and Psychological Developments of African Americans
- 4 semester hours AAS 103, African American Intellectual History
- 4 semester hours AAS 210, African American Women
- 4 semester hours AAS 235, Biography and Autobiography
- 4 semester hours AAS 335, Race, Sex, and Culture: Contemporary Film Images of Women of Color
- 12 semester hours drawn from AAS 300, Phil. 223, Soc. 210, Soc. 249, WSt. 304, His. 210, His. 211, and His. 215, at least 4 semester hours of which should be WSt. 304 or Soc. 210 or His. 215.
- 8 semester hours AAS 350, AAS 355, or AAS 370.

**3. A double major.** This is available for students who wish to pursue African American studies in conjunction with another subject area. African American studies complements study in both other liberal arts and the preprofessional fields. The double major requires 24 semester hours in African American studies distributed as follows:

- 4 semester hours AAS 101, Introduction to Africana Studies
- 4 semester hours AAS 102, Social and Psychological Development of African Americans
- 8 semester hours contributing to an interdisciplinary knowledge of African American studies, no more than 4 hours of which may be taken in any one department. Courses that satisfy this require-



ment include: AAS 210, AAS 300, Art 255, Eng. 176, His. 210, His. 211, Mgt. 131, Phl. 223, PolS. 215, and Soc. 234.

- 4 semester hours AAS 350, AAS 355, or AAS 370.

## Minor in African American Studies

For information, please see AAS Chair.

## Core Courses

### AAS 101-1 Introduction to Africana Studies

4 sem. hrs.

A survey of this relatively new interdisciplinary field of study. The course is designed to introduce students to the study of peoples of African descent with the use of analytical tools that are derived from and/or applicable to those experiences. Provides a critical examination of those concepts, theories, methodologies, and models of inquiry of the traditional disciplines which have suffered from Eurocentric biases in their treatment of the African World experience. The three major core areas of the course include: historical studies, social and behavioral studies, and cultural studies. Staff.

### AAS 102-2 Social and Psychological Development of African Americans

4 sem. hrs.

Various psychological and social issues relevant to the experience of being black in America today. The focus of the first half of the course is on current theory and research pertaining to the psychological development of black children, adolescents, and adults. Topics include educational achievement, sex role differences, and the development of gender and ethnic identities. The second half of the course examines traditional African American institutions, especially the church. This course will be of particular interest to social scientists and to education, health care, and human services providers. Ward.

### AAS 103-2 African American Intellectual History

4 sem. hrs.

A survey of African American thought from the 19th century to the present. Topics will include the DuBois-Washington debate, Ida B. Wells' analysis of lynching, the philosophical foundations of Locke's cultural pluralism. Garveyism, the political justifications of Black Power, the concept of a black aesthetic, the new formalist criticism of African American literature, contemporary black feminism, and recent disputes between black neoconservatives and their critics. Staff.

### AAS 104-2 Early Aframerican Writers

4 sem. hrs.

Through the study of the works of early writers of the mid-nineteenth century, the course will expose students to the rich and diverse literature created by African American Women. Ideologies, class, and gender will be gleaned by reading the variety of genres embraced by these women including slave narratives, interviews, magazine novels, and spiritual autobiography among others. Hadley.

### AAS 210-1 African American Women

4 sem. hrs.

Emphasis on a sociological perspective that explores the intersection of biography, history, and the social structure in the lives of African American women of various geographic and class backgrounds. Topics include economic status and work, artistic creativity, family roles and sexuality, and social activism. Staff.

### AAS/Soc. 234-1 The Black Experience in America

4 sem. hrs.

An examination of the dimensions and patterns of African American experiences in historical and contemporary political/legal and economic perspectives. Principal topics include European American constructions and institutionalization of discriminatory belief and behavioral systems; generational effects in politics, economics, media and education; analogous experiences of Native, Hispanic, and Asian Americans; and shaping agendas for economic and political empowerment. Brinkley.

### AAS 235-1 Biography and Autobiography

4 sem. hrs.

Students will examine the achievements of women of color writers in reference to their efforts to preserve their cultural heritages while facing adversity, oppression and physical and cultural genocide. The course will further explore general conditions and motivations germane to the creation of these works in an effort to encourage students to constructively analyze and discuss literary works by Women of Color. Hadley.

### AAS 300-2 Seminar in Selected Topics in African American Studies

4 sem. hrs.

Each year the course offers an intense examination of a selected topic in African American studies. The topic will be announced in advance of registration. Staff.

**AAS 335-2 Race, Sex, and Culture:  
Contemporary Film Images of Women  
of Color**

**4 sem. hrs.**

Popular film is a powerful medium buttressing subliminal ideologies in the continuing subjugation of women of color. Through critical analysis of "Hollyweird" produced films, historical and sociological data, students will gain some perspective on how and why stereotypes of women of color endure in films specifically and media in general. Hadley.

**AAS 350-1, 2 Independent Study**

**4 sem. hrs. Prereq.: Consent of the instructor.**

**AAS 355 Senior Thesis**

**8 sem. hrs. Prereq.: Consent of the instructor.**

**AAS 370 Internship**

**8 sem. hrs. Prereq.: Consent of the AAS Chair.**

Internship in a legislative, administrative, or direct services agency that addresses issues relevant to the lives of black Americans.

**Related Courses**

Art 255	African American Art
Art 251	African Art: 3000 B.C. to the Present
Eng. 175	Harlem Renaissance
Eng. 176	Black Fiction in America
His. 210	The African American Experience from Colonial Times to Reconstruction
His. 211	The African American Experience from Reconstruction to the 1980s
His. 212	African History Before Colonization
His. 213	Race and Society
His. 217	Topics in Modern African History
Mgt. 131	Managing Cultural Diversity in Organizations
Mus. 226	Explorations in African American Music
Phl. 223	Philosophy of Race and Gender
PolS. 211	The Politics of Cities
PolS. 215	The Politics of Race and Ethnicity
PolS. 242	Government and Politics of Africa
Soc. 234	The Black Experience in America
Soc. 248	Third World Societies
Soc. 249	Inequality: Race, Class, and Gender in Comparative Settings

## Department of Art and Music

**Chair:** Hanni

**Professors:** Chandler, Oppenheim

**Assistant Professors:** Hanni, Sills, Slowik

**Special Instructors:** Cohen, Lianko, Seller, Solomita

**Director of Chorale:** Emmanouilidis

**Administrative Assistant:** Kofler

### ART

The Department of Art and Music offers a major in art, an interdepartmental major in arts administration, and two majors in music.

Courses in art history and introductory studio art are designed to strengthen the student's perceptual powers and to develop articulate visual intelligence: in art history through study of works of art, and in studio work through direct practice in drawing, painting, and photography. Such study, based as it is on perception, complements the literary aspect of other areas in the humanities. The student in science and professional areas will also benefit from strengthening her power of visual thinking, and will discover that active visual imagination is crucial to creative work in other areas.

### Major in Art

The major in art includes courses in art history and studio art practice. Either area may be emphasized, depending upon interest and career plans. Either emphasis is basic to further study at the graduate level in either art history or practice.

The study of art can lead to careers in a wide variety of fields, such as teaching, publishing, arts administration, museum or gallery work, commercial art and design, architecture, city planning, painting, photography, and printmaking, etc. In many of these areas, the major in art would profitably be combined with a major in another area, such as English, history, philosophy, management, communications, or mathematics. The possibilities are so varied that the student is advised to consult with a member of the department on possible combinations suitable for different career plans.

There is no strict sequence in which art history courses must be taken, although the introductory courses, Art 141 and 142, Introduction to Art History, are normally taken first. In studio art, eight semester hours at the introductory level are required prior to work in painting and printmaking.



**Requirements.** Students are required to take 28 semester hours in art, exclusive of the independent learning requirements, distributed as follows:

- art history courses, 8 sem. hrs.
- art practice courses, 8 sem. hrs.
- the remaining courses chosen from either art history or art practice, depending upon the student's interests

The independent learning requirement may be taken in art or another field.

## Interdepartmental Major in Arts Administration

The Department of Art and Music offers this interdepartmental major in conjunction with the departments of Management and Communications. This major provides an opportunity for students to prepare for careers in the arts other than the scholarly or studio areas. A student may choose courses in art or music, depending upon her strengths and interests. Specifically, possible career areas include roles in management, public relations, promotion and marketing, budgeting, and art or music editing in museums or publishing houses, areas of public and corporate art activity, foundations, and art galleries or concert halls. Field work in one of these areas is an integral part of Art 370, which is required. The major offers a choice of emphasizing management or communications. Departmental advising may be of assistance to students in selecting the appropriate track for their career goals.

**Requirements.** Students are required to take 52 semester hours, 32 in art or music and 20 in either management or communications, as listed below.

### Art

Art III	Introduction to Studio Art: Drawing
Art II2	Introduction to Studio Art: Color
Art I4I	Introduction to Art History: Egypt to Mannerism
Art I42	Introduction to Art History: Baroque to the 20th Century
Art I43	State of the Arts: An Introduction to Arts Administration
Art 370	Arts in the Community
One elective in art history	

### Music

Mus. I20	Introduction to Music: The Middle Ages to Early Romanticism
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Mus. I2I	Introduction to Music: Early Romanticism to the Present
Art I43	State of the Arts: An Introduction to Arts Administration
Art 370	Arts in the Community
Three electives in music history, theory, or performance	

## Communications

Com. I60	Journalism
Com. I86	Introduction to Public Relations and Marketing Communications
Com. 28I	Writing for Public Relations and Marketing Communications

and two of the following courses:

Com. I40	Introduction to Graphic Design
Com. 220	Video Production
Com. 242	Layout and Production
Com. 244	Design for the World Wide Web
Com. 360	Feature Writing
Com. 388	Editing Publications for Companies and Nonprofit Organizations

## Management/Finance Track

Mgt. I00	Introduction to Management
Mgt. IIO	Principles of Accounting
Mgt. 260	Principles of Finance

and two of the following courses:

Mgt. I25	The Manager and the Law
Mgt. 22I	Managing the Diverse Workforce
Mgt. 234	Organizational Communication and Behavior
Mgt. 243	Special Topics in Global Management
Mgt. 286	Management Information Systems

Recommended:

Eco. I00	Principles of Microeconomics
Eco. IOI	Principles of Macroeconomics
Mth. I18	Introductory Statistics
Mth. I19	Mathematics of Decision Making

## Management/Marketing Track

Mgt. I00	Introduction to Management
Mgt. IIO	Principles of Accounting
Mgt. 250	Principles of Marketing

and two of the following:

Mgt. 22I	Managing the Diverse Workforce
Mgt. 230	Consumer Behavior

Mgt. 231	Managing Marketing Communications
Mgt. 233	Sales/Sales Management
Mgt. 234	Organizational Communication and Behavior
Mgt. 236	Retail Management

**Recommended:**

Eco. 100	Principles of Microeconomics
Eco. 101	Principles of Macroeconomics
Mth. 119	Mathematics of Decision Making

## Minor in Art

An art minor consists of 20 semester hours emphasizing either studio or art history. Art History: 1 studio art (Art III or II2) and 4 art history. Studio Art: 1 art history and 4 studio art. Art 100 will be accepted for the art minor.

## Minor in Arts Administration

An arts administration (AADM) minor consists of 20 semester hours and may emphasize either music or art with courses in management or communications.

**Art:**

- Art 143
- 1 communications or management course from those required for AADM
- 3 art history courses

**Music:**

- Art 143
- 1 communications or management course from those required for AADM
- 3 music courses: history or theory

Management and communications courses must be selected from the list of required courses in the arts administration major.

## Courses

### Art Studio Courses

#### Art III-1, 2 Introduction to Studio Art: Drawing 4 sem. hrs.

This basic drawing course requires no previous studio experience and was designed to introduce the student to basic pictorial concepts and techniques. Varied

approaches to drawing, using figures, landscapes, and still life, are studied. Through slide presentations, the student is made aware of the cultural and historical context in which stylistic development takes place. Chandler, Oppenheim.

#### Art II2-1, 2 Introduction to Studio Art: Color 4 sem. hrs.

Students investigate the role of color in perception and in pictorial structure through studio work in painting. In addition to regular studio work, students discuss slides depicting works of art from different periods and cultures and consider the relation between the cultural and historical situation of the artistic and stylistic development. This course requires no previous experience, although the student is strongly urged to take Art III first. Seller.

#### Art II9-1, 2 Introduction to Sculpture 4 sem. hrs.

This course requires no previous studio experience and is designed to introduce the student to a hands-on experience with the design and creation of small abstract sculpture. A broad range of natural and manufactured materials (found and neglected objects, wood, metal, plastics, etc.) will be explored and sometimes combined to create wall hangings, mobiles, relief, and free-standing sculpture. Chandler, Seller.

#### [Art 135 Art and the Childhood Experience 4 sem. hrs. Not offered in 1998-99.]

An introduction to the artistic development of children and the artist's role in encouraging this development. Topics may include: understanding art through art history, global children's art, and children's artistic response to their environment. Students will explore a variety of artistic media and techniques that can be successfully practiced with children and adults including drawing, sculpture, and printmaking.

#### Art/Com. 138-1, 2 Basic Photography 4 sem. hrs.

In this course, students learn the art and craft of contemporary black-and-white photography. Emphasis is placed on learning how to use a camera, develop negatives, and make prints in order to create images that are visually powerful and significant to the photographer and her audience. Sills, Solomita.



**Art 211-2 Advanced Drawing****4 sem. hrs.**

A continuation of Art III, with work in figure, still life, landscape, and abstract drawing. Building on skills gained in Art III, this course emphasizes graphic and conceptual inventiveness leading to the capacity for individually realized expression in various media. Seller.

**Art 213-I, 2 Painting I****4 sem. hrs.**

Basic course in techniques of painting. Work will include still life, figure, and abstract painting. Emphasis on color as it relates to both individual expressive needs and pictorial structure. Oppenheim.

**Art 214-I, 2 Painting II****4 sem. hrs.**

Continuation of Art 213, with emphasis on individual determination of style and direction. Oppenheim.

**[Art 215-2 Screen Printing****4 sem. hrs. Not offered 1998-99.]**

A basic course in screen techniques, including construction and preparation of screens and various methods of screen printing.

**Art 217-I Intaglio Printmaking I****4 sem. hrs.**

A basic course in intaglio printmaking, including etching, drypoint, collagraphy, aquatint, and engraving. Emphasis on the translation of individual drawing experiences into a variety of intaglio print methods. Chandler.

**Art 218-I Intaglio Printmaking II****4 sem. hrs.**

Continuation of Art 217, with emphasis on individual determination of style and direction. This course may be taken with no previous experience in intaglio printmaking. Chandler.

**Art 220-2 Photo Screen Printing****4 sem. hrs.**

This course is designed for students without prior experience in photography or screen printing. Students will be introduced to a variety of photo screen printing techniques and will be encouraged to translate their photographic imagery into expressive and personal statements. Lianko.

**[Art 221-I Printmaking: Creative Bookmaking****4 sem. hrs. Not offered in 1998-99.]**

An introduction to bookmaking as a form of visual expression with an emphasis on printmaking. Screen-printing, collage and monoprinting will be among the techniques students will use to create images for their books. Basic bookbinding concepts will be covered. Lianko.

**[Art/Com. 231-I Alternative Processes in Photography****4 sem. hrs. Not offered in 1998-99.]****Prereq.: Art/Com. 138 or consent of the instructor.**

In this course, students will experiment with non-traditional techniques and equipment to make photographic images. We will use hand-made and "toy" cameras (as well as 35mm cameras), found pictures, and Xerography to make negatives. Print-making will include toning, hard-coloring, Polaroid transfers, cyanotypes, and Van Dyke processes. Class time will be divided between lab work, discussion of historical and contemporary alternative photography, and critiques of student work. Sills.

**Art/Com. 232-2 Photography and Writing (DWC)****4 sem. hrs. Prereq.: MCC 101; Art/Com. 138.**

The goal of this course will be to integrate photographs and writing into a creative and communicative expression of personal observation, experience, and feeling. Students will work on photography and writing separately at times, but the overall process will lead to unified works synthesizing the two. Sills.

**Art/Com. 237-I Advanced Photography Workshop****4 sem. hrs. Prereq.: Art/Com. 138.**

This course provides each student with an opportunity to develop her own photographic vision through images that express her ideas and imagination. In lab sessions, students will continue to refine technique. Aesthetic issues will be addressed as we look at students' work and that of contemporary photographers. Sills.

**[Art/Com. 239-2 Documentary Photography****4 sem. hrs. Not offered in 1998-99.]****Prereq.: Art/Com. 138.**

Using photography to describe, understand, and interpret the world around us, students will create photographic essays on subjects of their choosing. Attention

will be given to refining technical skills while we delve into aesthetic issues of significance and meaning in our images. The documentary tradition will be studied as a basis for each student to develop her own work. Sills.

## Art History Courses

### Art 100-I, 2 Analyzing and Experiencing Art

4 sem. hrs.

An introduction to the history of art based on the world-class museum collections in the Boston area. The course is comprised of slide lectures and weekly field trips to Boston-area museums and galleries including the Museum of Fine Arts, Harvard Art Museums, the Institute of Contemporary Art, the Gardner Museum, and others. Not for art major credit. Cohen, Hanni.

### Art 141-I Introduction to Art History: Egypt to Mannerism

4 sem. hrs.

Designed to introduce students without previous experience in the field to the arts of a wide variety of cultures, the course explores questions of why people make art, what purpose it serves in different societies, and how it reflects values or ideas through a visual language. The course provides discussion of significant paintings, sculpture and architecture from the Egyptian pyramids to Michelangelo's Sistine Ceiling, and makes frequent use of the extraordinary museums nearby. At the Museum of Fine Arts we study highlights from the extensive Egyptian collection, sculpture from classical Greece and Rome, and painting from the Middle Ages through the Renaissance, while the Gardner Museum provides a unique setting for our discussion of Renaissance painting and architecture. Hanni.

### Art 142-2 Introduction to Art History: Baroque to the 20th Century

4 sem. hrs.

The course introduces students to paintings, sculpture and architecture from Europe and the United States made between 1600 and the present. As we explore the careers of key artists, and learn to interpret objects from this period, the class will consider such issues as obstacles and opportunities for women artists at various periods, changing views on what art should accomplish in society, and the development of unconventional approaches to art during this century. The collections of the nearby Museum of Fine Arts and the Gardner Museum provide students a unique opportunity to study first-hand the work of such important artists as Rembrandt, Goya, Cassatt, Monet, O'Keeffe, Warhol and others. Hanni.

### Art 143-I State of the Arts: An Introduction to Arts Administration

4 sem. hrs.

A study of cultural organizations, their functions, and roles in a changing society. Instruction will emphasize "backstage" exposure to organizations and programs in the Greater Boston area through site visits, guest lecturers, readings, and discussion. Topics will include: management in the museum and performing arts institution, the nonprofit arts organization, the marketplace for the arts, multiculturalism in the arts, public funding, and public art. Cohen.

### Art 210-I Architecture of Boston

4 sem. hrs.

Boston and Cambridge are the laboratory for this class in the history and theory of modern and pre-modern American and European architecture. Within the wider context of significant development, we will visit such landmarks as Richardson's revivalist Trinity Church, Pei's international style Hancock Tower, and Le Corbusier's sculptural Carpenter Center. Lecture, museum, and site visits required, as well as walking tours exploring Boston as architecture and urban design.

### [Art 243-I Art in Europe: 1750-1900

4 sem. hrs. Not offered in 1998-99.]

Study of a dynamic period in both the politics and the arts of Europe, when artists began to challenge long-standing traditions, revolutionizing the subjects of art and the styles in which they were rendered. The course will introduce students to important works and key figures, including Turner, Gainsborough, Manet, Cézanne and Van Gogh. Among the topics explored in the course are romanticism and realism in painting, the development of French Impressionism, and the influence of photography on art after 1840. The class will make regular study visits to the exceptional collection of French Impressionist and other 19th-century painting at the Museum of Fine Arts.

### [Art 244-2 20th-Century Art

4 sem. hrs. Not offered in 1998-99.]

Students explore developments such as Cubism, Surrealism, and abstraction in modern art. We will consider the motivations behind these new forms, their relationship to the social and technological changes occurring at the same time, as well as to the traditions of historical art. The class will augment its study of the paintings, sculpture, and architecture with letters, journals, poetry and other primary sources by a variety of artists, including Matisse, Picasso, Frida Kahlo,



Louis Kahn, Jackson Pollock and Audrey Flack. The class will use the museums of Boston as a laboratory, studying both permanent collections and special exhibitions of modern art.

### **Art 245-1 American Art**

4 sem. hrs.

This course concentrates on key developments in painting, photography, sculpture and architecture in the United States from the colonial period to the twentieth century. The class will consider how the nation defined and presented itself through the art it produced at various historical periods, the experience of women artists in the U. S. versus Europe as well as the changing role of the U. S. in the international art world. Using the excellent American collections at the Museum of Fine Arts, we will explore such themes as private and public portraiture, landscape in American art, and the development of American modernism. Students will have the opportunity to study the work of Copley, Sargent, Homer, Cassatt, O'Keeffe and many others. Hanni.

### **[Art 246 Art in the Age of Rembrandt**

4 sem. hrs. Not offered in 1998-99.]

Seventeenth-century art in Europe, with emphasis on Rembrandt and other major Dutch painters. Subsidiary attention to such major figures outside Holland as Caravaggio, Bernini, Rubens, Velázquez, and Poussin.

### **[Art 247 Art in the Age of Leonardo da Vinci and Michelangelo**

4 sem. hrs. Not offered in 1998-99.]

Art of the Italian Renaissance, with emphasis on Leonardo da Vinci and Michelangelo. Subsidiary attention to a small group of other major figures, particularly Donatello, Botticelli, and Raphael.

### **[Art 248-1 Women and Art**

4 sem. hrs. Not offered in 1998-99.]

A survey of paintings, sculpture, and architecture by women artists from medieval times to the present, analysis of the representations of women in the visual arts, and an introduction to theoretical issues related to feminist theory and the place of women in an expanding canon. The contribution of artists such as Georgia O'Keeffe, Eva Hesse, Lee Krasner, and Cindy Sherman will be examined. Cohen.

### **[Art 249 History of Photography**

4 sem. hrs. Not offered in 1998-99.]

A survey of the history of photography covering major developments from the 1830s to the present. The medium will be studied in a broad cultural framework with concentration on images and ideas, and the cross-influence between photography and painting. Developments in art photography, documentary, and photo-journalism will be covered.

### **Art 251-1 African Art: 3000 B.C. to the Present (CC)**

4 sem. hrs.

An introduction to African art from 3000 B.C. through the present, including Egyptian, Ashanti, Benin, Dogon, Bambara, Ife, and Ethiopian art, as well as art from other African cultures. There will be guest speakers (artists, historians, curators, etc.) and visits to museums. Chandler.

### **Art 252-2 Arts of the Far East: China and Japan (CC)**

4 sem. hrs.

This course introduces students to the cultures of Japan and China through a study of painting, sculpture and architecture. Stylistic developments, regional and historical characteristics will be considered in the context of the social, religious and political history of these countries. The superb Asian collection at the Museum of Fine Arts provides an important opportunity for students in this course to study firsthand a wide variety of Asian art.

### **[Art 253 Medieval Art: From Catacombs to Chateaux**

4 sem. hrs. Not offered in 1998-99.]

Often called the "Dark Ages," the Medieval period was in fact the "Age of Faith." This survey of architecture, sculpture, painting, mosaics, tapestries, and illuminated manuscripts from the third through fifteenth centuries will focus on the function of the object within its sacred or secular context. Related topics such as iconography, philosophy, chivalry, and mysticism will be covered.

### **Art 254-2 Contemporary Art**

4 sem. hrs.

Art from 1950 to the present will be examined with emphasis on the changing nature of the art object, role of the artist, and audience for art in the second half of the 20th century. The emphasis will be primarily, but

not exclusively, American with attention to emerging awareness of feminism, multiculturalism, and post-modern critical influences. Cohen.

### **Art 255-2 African American Art** 4 sem. hrs.

An introductory survey of the history of African American art, with a strong emphasis on the contributions of African people to American culture, including special attention to the role of African people in developing world art. There will be tours of museums, galleries, artists' studios, and other institutions involved in the arts. Chandler.

### **[Art 343-2 Special Topics in Art History (DWC)**

4 sem. hrs. Not offered in 1998-99.]

A seminar for advanced study in art history to provide in-depth examination of a geographical area, time period, or theme. This course will equip students, through a seminar format, with greater knowledge of visual analysis, art historical methodologies, bibliographic study, individual research, and critical evaluation.

### **Art 349-1, 2 Individual Study** 4 sem. hrs.

Staff.

### **Art 350-1, 2 Independent Study** 4 sem. hrs.

Staff.

### **Art 370-2 Internship: Arts in the Community** 8 sem. hrs.

An integrated seminar and internship designed to combine knowledge of and interest in the arts in a professional context. Field work will be in museums, galleries, or concert halls, musical organizations, or other institutions involved in the arts. The seminar, with weekly reading assignments and three papers/projects, explores issues related to the nonprofit arts organization, public policy and the art market. This course fulfills the independent study requirement. Internships are not permitted in the summer. Cohen.

## **MUSIC**

Courses in music are designed as cultural enrichment for students whose principle interests are in other disciplines and for students considering a major in music.

The introductory courses present a general appreciation of music by exploring traditional Western music as well as the music of non-Western cultures and provide an excellent background for the more specialized course offerings. Music has never been created in a vacuum. By its very nature, music absorbs prevailing musical, social, and expressive influences from many diverse cultures, thereby becoming truly international in spirit. Music courses develop the student's ability to listen intelligently to a wide spectrum of music from many traditions. This experience is extremely beneficial to a liberal arts education and will only enhance the student's creative work and performance in the humanities, sciences, and other professional areas.

There is no strict sequence in which music courses must be taken. The introductory courses (Music 110, 120, or 121) are normally taken first.

Students who wish to take Music 349, private lessons at the New England Conservatory, are required to take Music 110, Music 111, Music 120, or Music 121 before or at the same time as their first semester of applied music. Depending upon the student's musical background, it is possible to fulfill the course requirement for individual study with any Simmons music history or theory course, with the permission of the instructor.

A student's proficiency upon any instrument or voice should be at an intermediate level or above. Therefore, a consultation with the music faculty is necessary before registration can be completed.

The department welcomes students wishing to develop joint majors with other departments, and such students should consult with the music faculty.

## **Majors in Music**

There are two majors offered in music: applied music (performance) and music history and literature. The study of music can lead to careers in a wide variety of fields, including: teaching, performance, arts administration, music editing and publishing, recording, programming for radio and television broadcasts, etc. In many of these areas, the major in music would be enriched if combined with a major in another area, such as: English, communications, management, history, or others.

**Requirements.** Students are required to complete 32 semester hours, distributed as follows:

### **Applied Music Major**

applied music courses	16 sem. hrs.
theory or theoretical studies	4 sem. hrs.
music history and literature	4 sem. hrs.
electives	8 sem. hrs.



Electives may be chosen from music history or theory courses, depending upon the student's interest.

### Music History and Literature Major

music history and literature courses	16 sem. hrs.
theory or theoretical studies	4 sem. hrs.
applied music courses	4 sem. hrs.
electives	8 sem. hrs.

Electives may be chosen from either music history, theory, or applied studies, depending upon the student's interest.

### Interdepartmental Major in Arts Administration

The Department of Art and Music offers an interdepartmental major in Arts Administration with an emphasis in music. Information concerning this major begins on page 34. A minor in Arts Administration is also offered. See page 35.

### Minor in Music

A music minor consists of 20 semester hours;  
4 music history/theory courses (2 at the 200 level)  
1 elective: music history, theory, or performance

### Courses

#### [Mus. 110-1 Music Fundamentals I 4 sem. hrs. Not offered in 1998-99.]

Designed as an introduction to the language of music in non-western and western traditions. Musical notation and terminology, tonal melodic singing and hearing, meter, rhythmic practice, and beginning concepts of harmony will be discussed. This course is especially beneficial as background for other courses offered within the department. Slowik.

#### [Mus. 111-2 Music Fundamentals II 4 sem. hrs. Not offered in 1998-99.]

This course discusses the creation of music in various cultures and stylistic periods as well as music's function within various societies. Concepts begun in Mus. 110 will be reviewed and strengthened. Examples of non-traditional notation will be introduced, leading to discussions and basic analysis of diverse compositions. A basic understanding of music notation and familiarity with the keyboard is necessary. Note: Mus. 110 and 111 are designed to follow each other in a two-semester sequence, but either course may be taken separately. Slowik.

#### Mus. 120-1 Introduction to Music: The Middle Ages to Early Romanticism 4 sem. hrs.

A survey of the multicultural trends and innovations which occurred in international music from the Middle Ages to early Romanticism. Emphasis is placed upon listening to and understanding a wide variety of music. Topics include Hildegard of Bingen; cathedral composers of France, Italy, and Germany; Bach, Handel, Mozart, Beethoven, and others. Slowik.

#### Mus. 121-2 Introduction to Music: Early Romanticism to the Present 4 sem. hrs.

A survey of multicultural trends and innovations which occurred in international music from early Romanticism to contemporary music. Emphasis is placed upon listening to and understanding a wide variety of music. Topics include the influence of non-western cultures, such as African and Asiatic, on international music; work of women composers; ragtime, jazz, and musical theater. Slowik.

#### Mus. 125-2 The Symphony and Symphonic Music 4 sem. hrs.

This course enhances the listener's appreciation of symphonic music: symphonic trends from pre-classic to early twentieth century, development of orchestral instruments and symphonic forms, and historical and biographical information about each composition and composer. Attending live concerts by the Boston Symphony Orchestra in Symphony Hall during class time and the New England Philharmonic is an integral part of this course. Slowik.

#### [Mus. 165-2 Music in Film 4 sem. hrs. Not offered in 1998-99.]

An introduction to the unique art of music for film. Films representing various eras and cultures will be screened and the film score will be explored; adventure flicks, dramas, film musicals, science fictions, and animation will be among the genres presented. Music by the greatest film composers will be studied, including: Max Steiner, Bernard Herrmann, John Williams and others. Slowik.

**Mus. 222-2 Music in America****4 sem. hrs.**

An introduction to America's multicultural musical tradition including Native American, African American, and Hispanic contributions with consideration of related material such as painting, sculpture, architecture, dance, and literature. Special attention is given to work songs, jazz, blues, ragtime, concert repertoire, musical theater, and their influence upon European cultures. Slowik.

**[Mus. 226 Explorations in African American Music****4 sem. hrs. Not offered in 1998-99.]**

This course is designed to introduce the music of African Americans that is commonly known as spirituals, blues, gospel, rhythm and blues, soul and jazz. Through musical examples and discussion, the musical element of rhythm, as used by the African American, is seen as the most important element affecting American music today. The blues are seen as a way of making music, as well as a particular style of music developed chiefly from the African American singing style. Musical examples from the earliest available African music to the sounds of current rock will be examined and discussed.

**[Mus. 232-1 Bach to Beethoven: Music in the 18th Century****4 sem. hrs. Not offered in 1998-99.]**

This course presents a survey of music and related disciplines in the 18th century. Great changes in society, contact with non-western countries, and the musician's place within society will be discussed. Topics include Bach and Handel, E. Jacquet de la Guerre, Haydn and Mozart, American and French revolutions, Voltaire, Jefferson, and others.

**[Mus. 234-2 Music of the Romantic Tradition****4 sem. hrs. Not offered in 1998-99.]**

Nineteenth-century musicians such as Debussy, Puccini, and Rimsky-Korsakov were highly influenced by Asiatic and Indonesian cultures, such as Japan and Bali, creating music which was international and truly multicultural. Many diverse topics are introduced, including art songs, fascination with the macabre, the "romantic" artist, and women composers—Clara Schuman, Fanny Mendelssohn — Hensel, and America's first well-known female composer, Amy Beach.

**Mus. 239-1 Paris in the Modern Age (CC)****4 sem. hrs.**

The dawn of the 20th century in Paris witnessed a highly diversified gathering of artists, writers, and musicians. An introduction to the music, art, and literature of these fascinating people will be examined. Topics: Debussy and Impressionism, Stravinsky and Picasso, influences of African culture, Paris International Exhibition, Gertrude Stein, Proust, and others. Slowik.

**Mus. 349-1, 2 Individual Study****4 sem. hrs.**

Private lessons with faculty of the New England Conservatory. Department approval required. Staff.

**Mus. 350-1, 2 Independent Study****4 sem. hrs.**

Individualized projects at an advanced level. Staff.

**The New England Conservatory**

Performance studies and theoretical subjects regularly offered at the New England Conservatory may be elected for credit by qualified students.

Under the provisions of an inter-institutional agreement between the New England Conservatory and Simmons College, duly enrolled students at Simmons College may elect to include in their programs for full credit certain courses normally offered by the Conservatory, subject to certain specified conditions, the details of which should be obtained from the Registrar's Office. A Simmons College student desiring to pursue a course at the Conservatory must be recommended by the dean of the undergraduate college to the registrar. The student will then be referred to the Conservatory by the Simmons music faculty, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

**The Simmons Chorale**

The Simmons Chorale is a 20-30 voice women's chorus open to all women in the Simmons community, including undergraduate, graduate, and continuing education students. Auditions are held in September and January, and rehearsals take place twice weekly. The Chorale prepares two programs each year, performing at least one major concert at the end of each semester. The repertoire includes classical music written for women's voices from the Renaissance to the 20th century. Some choral singing experience is helpful but not necessary. Susan Emmanouilidis, Director.



# Department of Biology

**Chair:** Williams

**Professors:** Goldberg, Talentino, Williams

**Associate Professor:** Lopilato

**Assistant Professors:** Gray, Owen\*

**Visiting Assistant Professor:** Montagno

**Instructors:** Lite, Looney

**Special Instructors:** Skura, Crum, McDonough

**Administrative Assistant:** Galloway

**Laboratory Supervisor:** Skura

**Laboratory Assistant:** Staff

\* *On sabbatical leave, first semester 1998-99.*

Undergraduate specialization in biology provides the student with a basic background of knowledge that makes possible a variety of career opportunities. The biology courses in the department are designed to help the student develop an understanding of the scope, the methods of inquiry, and the specialties of biology, as well as an appreciation of modern biological trends. Undergraduate preparation in biology may lead to career opportunities in government, university, hospital, and commercial laboratories in areas such as animal and plant physiology, developmental biology, molecular biology, biochemistry, microbiology, immunology, ecology, and biotechnology. The curriculum also prepares the student for graduate study in biology and in such areas as allied health careers, medicine, dentistry, veterinary science, and genetic engineering. Preparation in biology can lead to training in medical technology.

Cooperation with other departments in the College provides opportunities for joint programs, such as our majors in biochemistry, psychobiology, and environmental science. Certification for teaching biology at the middle school and secondary school levels is possible by enrollment in the Department of Education and Human Services.

## Major in Biology

In addition to a conventional track towards a biology major, the department also offers tracks for students interested in education, human biology, conservation biology, and molecular biology/biotechnology.

## Conventional Track

For students desiring a broad education in the life sciences, ranging from the molecular and cellular level to that of populations and ecosystems, the conventional track provides maximum flexibility in the preparation for careers in biology, biotechnology, and related

fields, and serves as excellent preparation for graduate and professional schools.

**Requirements.** Students planning a program in biology may satisfy the core requirements by taking the following courses:

### Year 1

Bio. 113	General Biology
Bio. 218	Principles of Zoology

### Year 2

Bio. 222	Animal Physiology
Bio. 225	Cell Biology

### Year 3

Bio. 336	Genetics
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To complete the minimum requirements, students must take three more courses in biology, at least two of which must be numbered 300 or higher.

In the senior year, students must satisfy their independent study requirement by taking either Bio. 350-1 and Bio. 350-2 or Bio. 370-1 and Bio. 370-2.

**Prerequisites.** Students are required to take Chm. 111 or 113, 114, and 225, as well as Mth. 120 or its equivalent. Students interested in medical or dental school or in pursuing graduate study in certain areas of biology should plan to include Chm. 226, Mth. 121, and a year of physics.

## Education Track

This track is recommended for students majoring in elementary or middle school education who desire a general science background with an emphasis in biology. It is not recommended for students planning on graduate school or research careers.

**Requirements.** Students taking the education track should enroll in Bio. 113, General Biology, and Chm. 111, Introductory Chemistry, in their freshman year. In subsequent years, students should enroll in four biology courses numbered above 200, one of which should be either Ecology or Marine Biology. Students must also take Natural Science 110, and any two of the following:

Chm. 112	Introductory Chemistry: Organic
Ntr. 110	Sociocultural Implications of Nutrition
Phy. 110	Introductory Physics

The independent learning requirement can be satisfied by successfully completing Edu. 382, Provisional Practicum, or Bio. 350-1, 2, Independent Study.

## Other Tracks in Biology

See the department for details on tracks in human biology, conservation biology, and molecular biology/biotechnology. Students should speak to a member of the Biology Department with questions regarding the appropriateness of a specific track for their long-term goals and interests.

## Joint Major in Biochemistry

The major in biochemistry is jointly administered by the Departments of Biology and Chemistry, and is designed for students with a strong interest in both chemistry and biology. The rapidly growing field of biochemistry involves the application of chemical concepts and techniques to the understanding of life processes in agriculture, medical research, biotechnology, nutritional research, and other areas at the interface of chemistry and biology. Students majoring in biochemistry will be well equipped for professions in research and industry, as well as the pursuit of graduate study in biochemistry, medicine, genetics, and related fields.

**Requirements.** The program consists of a core of chemistry and biology courses beginning in the freshman year and continuing for the first three years, a choice of two 300-level elective courses in chemistry and/or biology, and a one-year independent study project culminating in a thesis. In addition, there are six prerequisite courses in biology, chemistry, calculus and physics. See page 47 for the complete biochemistry curriculum.

## Joint Major in Environmental Science

Environmental science is a joint major offered by the Departments of Biology and Chemistry. This major recognizes the importance of environmental problems in the contemporary world and the expansion of career opportunities in this area. Environmental careers fall into three broad categories: environmental protection, natural resource management, and planning/communication. With regard to career preparation, the Simmons major is most closely associated with the environmental protection area. This field depends particularly on the application of science to problems such as air quality, water quality, solid waste, hazardous waste, and habitat destruction. Persons pursuing careers in environmental protection need strong preparation in the basic sciences combined with the broad outlook which tends to distinguish environmentally responsible development from narrowly focused projects that ignore environmental impact.

The environmental science major incorporates strong preparation in basic sciences (biology,

chemistry, physics, and statistics), four science courses with specific emphasis on environmental problems, and non-science courses which explore the relationships between environmental protection and economics and government. An internship in an environmental science laboratory or with an environmental protection agency/organization is encouraged.

For a detailed description of the environmental science major and curriculum, please refer to page 47.

## Joint Major in Psychobiology

Students of both biology and psychology may wish to consider the joint major in psychobiology administered by the two departments. Psychobiology draws from subject matter in the physical sciences, social sciences, and mathematics, as well as the parent disciplines of biology and psychology. It serves as an excellent preparation for a career in psychobiology and graduate work in either of the parent disciplines.

**Requirements.** A core sequence of courses equally balanced between biology and psychology, and electives designed to tailor the major to the student's particular interest are required for completion of the psychobiology major. The complete curriculum of required, elective, and prerequisite courses is listed on page 148.

## Minor in Biology

Students may complete a minor in biology by completing Bio. 113, General Biology, and four additional courses in biology, all of which must be numbered 200 or above. Students should contact the department chairperson to discuss course selection.

## Courses

### [Bio. 100-1 Human Biology and Social Issues

4 sem. hrs. Not offered in 1998-99.] Not a prerequisite for further courses in the department, except with the consent of the department.

The biological aspects of current social issues. Topics will include human health and disease, human genetics, growth of human populations, use of natural resources, ethics, and decision making in science. Lecture and laboratory. Staff.

### [Bio. 109-2 Biology of Women

4 sem. hrs. Not offered in 1998-99.] Not a prerequisite for further courses in the department.

Biological factors that contribute to the sex identification and role of women in contemporary society.



Emphasis on the genetic, developmental, anatomical, and physiological differences between the sexes, and the behavioral consequences of those differences. Lecture and laboratory. Staff.

**Bio. 113-1 General Biology**  
4 sem. hrs.

An introduction to the basic principles of biology, including: cell structure and function, biochemistry and metabolism; Mendelian and molecular genetics; and discussion of the theory of evolution. Lecture and laboratory. Montagno.

**Bio. 218-2 Principles of Zoology**  
4 sem. hrs. Prereq.: Bio. 113.

Study of animal form and function, the origin of animal diversity and the strategies that animals use to thrive in many diverse environments. Continuity and evolution of animal life and adaptations of animals to the environment are explored. The laboratory provides an integrated approach to the study of animal life and the principles which govern all living organisms. Montagno.

**Bio. 221-2 Microbiology**  
4 sem. hrs. Prereq.: One semester each of college biology and chemistry; concurrent enrollment in Chm. 112 or Chm. 114.

Introduction to the biology of micro-organisms: bacteria, viruses, and fungi. Stress placed on control of microbial populations, systematic study, and use of quantitative methods. Lecture and laboratory. Crum.

**Bio. 222-1 Animal Physiology**  
4 sem. hrs. Prereq.: Bio. 113 and Bio 218.

Study of basic organ system function in vertebrates and selected invertebrates. Lecture and laboratory will use living and preserved animals as well as computer simulation to reveal underlying principles of integration of cardiovascular, respiratory, excretory, digestive, reproductive, nervous and endocrine function in animals. Talentino.

**Bio. 225-2 Cell Biology**  
4 sem. hrs. Prereq.: One year each of college biology and chemistry or consent of the instructor.

A thorough study of the cell is presented, including structure, function, cell diversity, and methods of analysis. Major biochemical pathways of the cell are examined in relationship to particular organelles. Laboratory exercises are designed to introduce a wide range of techniques used by cell biologists. Owen.

**Bio. 231-1 Anatomy and Physiology I**  
4 sem. hrs. Prereq.: One year each of college biology and chemistry.

An integrated presentation of the fundamental facts and concepts of human anatomy and physiology. Emphasis placed on the cellular basis of membrane excitability and hormone action, neurobiology, and musculoskeletal system and motor control. Laboratory includes histology, gross anatomy, and physiological experiments. Lite.

**Bio. 232-2 Anatomy and Physiology II**  
4 sem. hrs. Prereq.: One year each of college biology and chemistry; Bio. 231 recommended.

An introduction to the structural relationships and functional integration of major systems of the human body, with emphasis on reproductive, respiratory, renal, gastrointestinal, cardiovascular, and defense systems. Laboratory includes histology, gross anatomy, and physiological experiments. Lite/Gray.

**Bio. 325-1 Cellular Physiology**  
4 sem. hrs. Prereq.: Bio. 222 and Bio. 225.

This course focuses on physiological control systems within the cell and how they support organ level functions such as growth, excretion, digestion, cardio-respiratory activity, and neuroendocrine control in both vertebrates and invertebrates. The laboratory will allow hands-on study of the biochemical mechanisms underlying membrane and cell matrix function, second messenger signaling, and enzyme or ion channel modulation with regard to their regulation by genetic or environmental factors. Gray.

**[Bio. 335-1 Developmental Biology (DWC)]**  
4 sem. hrs. Not offered in 1998-99.  
Prereq.: Bio. 225, Bio. 336 and Chm. 225.

Study of the morphological changes that occur in the development of organisms and the molecular events that underlie these processes. Laboratory sessions explore the development of many organisms, including vertebrates, invertebrates, and plants. Owen.

**Bio. 336-1 Genetics**  
4 sem. hrs. Prereq.: Chm. 225 and Bio. 225, or consent of the instructor.

Study of the principles of classical and molecular genetics in both eukaryotic and prokaryotic genetics systems. Emphasis on problem solving to illustrate techniques of genetic analysis. Lecture and laboratory. Lopilato.

**[Bio. 340-2 Plant Physiology**  
4 sem. hrs. Not offered in 1998-99.] Prereq.: One year each of college biology and chemistry.

An introduction to the physiology, biochemistry, and control of growth and development in higher plants. Topics include photosynthesis, hormonal regulation of development, transport mechanisms, plant tissue culture, nitrogen fixation, and plant-pathogen relations. Lecture and laboratory. Staff.

**Bio. 342-2 Topics in Behavioral Biology (DWC)**

4 sem. hrs. Prereq.: One year of college biology or consent of the instructor.

A study of invertebrate and nonhuman vertebrate behavior, including such topics as anatomical and physiological bases of behavior, effects of stress on behavior, genetics and ontogeny of behavior, courtship and aggression, communication, and migration. Open-ended lecture and laboratory with opportunity for long-range experiments. Williams.

**Bio. 345-1 Principles of Ecology**

4 sem. hrs. Prereq.: One year of college biology or consent of the instructor.

Interrelations of plants and animals and the environment. Biological adaptations and biogeochemical cycles. Analysis of geographical, chemical, and biological aspects of the environment and their application to conservation, with an emphasis on New England. Field work in mountain, marsh, bog, and rocky shore ecosystems. Williams.

**Bio. 349-1, 2 Individual Study**

4 sem. hrs. Prereq.: Consent of the instructor. Staff.

**Bio. 350-1, 2 Independent Laboratory Research**

4 sem. hrs.

Open to seniors for fulfillment of independent study requirements. Usually taken for two semesters (eight semester hours) but may be elected for one semester (four semester hours) at the discretion of the faculty sponsor. Staff.

**Bio. 351-1 Immunobiology**

4 sem. hrs. Prereq.: Bio. 225 and Chm. 225, or consent of the instructor.

A consideration of the basic principles of immunology, with applications of immunologic theory and tech-

niques to microbiology, biochemistry, genetics, developmental biology, and evolution. Staff.

**[Bio. 353-1 Marine Biology**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Bio. 218 and one year of college chemistry.

An introduction to the marine environment and its diverse communities, focusing on the evolution, classification and adaptations of marine organisms. Geological, physical and chemical aspects of the environment will be related to the biological processes and functions. Lab and field trips. Talentino.

**[Bio. 356-2 Neurobiology (DWC)**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Bio. 225 or Bio. 231, or consent of instructor.

Introduction to human brain function using comparative and evolutionary concepts with emphasis on molecular, cellular, and neurophysiological techniques. Neuropathologies and disorders used to illustrate basic concepts. Students write informal critiques and a mock grant proposal for DWC credit. The laboratory introduces students to neuroanatomy and basic techniques in neuroscience research. Gray.

**Bio. 357-2 Molecular Biology**

4 sem. hrs. Prereq.: Chm. 225 and Bio. 225, or consent of the instructor.

An examination of gene structure and function, regulation of DNA, RNA, and protein synthesis, the control of gene expression, and the use of recombinant DNA technology as an investigative tool. Lopilato.

**Bio. 360-S Special Topics in Biology (DWC)**

4 sem. hrs. Prereq.: Consent of the instructor.

An intensive study of a specific topic in Biology. Topics will vary from year to year, taking advantage of faculty expertise, student interest, and current developments in biology. Owen/Talentino.

**Bio. 370-1, 2 Internship**

4 sem. hrs. Prereq.: Upper division standing; consent of department.

This program is designed to provide the student with a supervised professional experience off campus. Potential sites include clinical settings, government agencies, conservation groups, zoos, etc. Placement is the responsibility of students, in consultation with department.



**[Nat. Sci. IIO-I Great Discoveries in Science****4 sem. hrs. Not offered in 1998-99.]**

This course focuses on pivotal discoveries in the natural sciences and emphasizes the synergy between science and technology and their impact on our lives. It

includes breakthrough ideas concerning the universal laws of nature, the origin and composition of the universe, the nature of matter, and the origin and evolution of life. By encouraging learning through inquiry and cooperative strategies, it fosters an appreciation of the processes, accomplishments, and limitations of science. Williams.

## Department of Chemistry

**Chair:** Piper

**Professors:** Bowers, Hartman, \*\*\* Piper, Soltzberg

**Assistant Professor:** Lee

**Visiting Associate Professor:** Kaplan

**Special Instructor:** Brown

**Staff Assistant:** Galloway

**Laboratory Supervisor:** Spodick

**Stockroom Supervisor:** Friel

*\*\*\*On sabbatical leave entire year 1998-99.*

Chemistry offers opportunities for study and interpretation of natural phenomena of immense variety. Pressing social issues such as public health, environmental deterioration, famine, and overpopulation, cannot be solved without attacking their scientific aspects. An education in chemistry prepares the student to serve society and its individual professions in these and many other ways.

Many career opportunities in education and industry require only a bachelor's degree. The chemical industry is central to the American economy and offers employment in areas such as pharmaceuticals, environmental science, agricultural products, and plastics. Positions in private, governmental, and medical laboratories are numerous, but many B.S. chemists are also found in management, information science, sales, and other non-laboratory careers.

Graduate study opens career areas with greater responsibility and the opportunity for initiation and leadership of research work. An undergraduate chemistry major is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition, and food technology. It is also appropriate preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. Refer to Page I60, Other Programs, for a description of two integrated BS/MS programs. These programs permit students to decrease the time required to obtain a master's degree by starting graduate courses during the undergraduate years. The Program in Library and

Information Science will appeal to students interested in the application of new technology to science information retrieval. The program in Education permits a science major to obtain teaching credentials.

### Major in Chemistry

#### Freshman Year

Chm. 113	Principles of Chemistry
Chm. 114	Organic Chemistry I
Mth. 120, 121	Calculus I, II

#### Sophomore Year

Chm. 225	Organic Chemistry II
Chm. 226	Quantitative Analysis
Phy. 112, 113	Fundamentals of Physics I, II

#### Junior Year

Chm. 331	Thermodynamics and Kinetics
Chm. 332	Quantum Mechanics and Molecular Structure
Mth. 220	Multivariable Calculus
Elective in Chemistry	

#### Senior Year

Chm. 355	Independent Study and Thesis
Chm. 390	Chemistry Seminar
Elective in Chemistry	

**Requirements and Facilities.** The required courses in chemistry normally completed by the end of the third year are Chm. 225, 226, 331, and 332. Majors are also required to take Chm. 355 (eight semester hours), to participate in departmental seminars, and to elect at least eight semester hours from among Chm. 341, 343, 344, 346, 347, and 348.

Chemistry majors, after declaring their major, select one of the individual laboratory bench-study spaces in Science Center Room 430, where they carry out much of the rest of their work in chemistry. Grants to Simmons have provided the department with instrumentation beyond the scope of that usually available at undergraduate colleges.

**Prerequisites.** Students considering a major in chemistry should take Chm. 113 and 114 during their first year. In some cases, students with little or no previous high school background may be advised to take Chm. 111 instead of 113. Mth. 101 or 102 will be recommended by advisers for students in chemistry who think they may need to review basic mathematical concepts. By the middle of the junior year, they should have taken Mth. 220 and Phy. 112 and 113.

**Graduate School Preparation.** The American Chemical Society (ACS) suggests a set of standards that it believes will prepare students for graduate study. To meet these standards, the student's program must include Chm. 341, Chm. 348, and either Chm. 346 or Chm. 347. Certification that the student's course program has met the ACS standards is not required for any career or graduate study; the standards are only a guide in planning a program that will make graduate study easier.

## Joint Majors

In addition to the formal joint majors described, there are informal majors that combine chemistry with education, mathematics, nutrition, and psychology. Chemistry has also been combined with communications and philosophy to lead to immediate careers or graduate study. To plan other joint majors, the student should arrange with her adviser to have someone from each of the relevant departments discuss with her a program suited to her particular needs.

## Joint Major in Biochemistry

The major in biochemistry is jointly administered by the departments of Biology and Chemistry. The rapidly growing field of biochemistry involves the application of chemical concepts and techniques to the understanding of life processes such as the determination of hereditary traits, utilization of energy, propagation of nerve signals, and the molecular basis of physiological and pharmacological phenomena. Biochemists are involved in agriculture, medical research, biotechnology, nutritional research, and other areas at the interface of chemistry and biology. Students majoring in biochemistry will be well equipped for professions in research and industry, as well as the pursuit of graduate study in biochemistry, medicine, genetics, and other related fields.

The program consists of a core of chemistry and biology courses beginning in the freshman year and continuing for the first three years, a choice of two 300-level elective courses in chemistry and/or biology, and a one-year independent study project culminating in a thesis. In addition, there are six prerequisite courses in biology, chemistry, calculus, and physics.

The following list of requirements includes both the core and the prerequisite courses. A student may find it convenient to take Mth. 120 and/or Mth. 121 during the summer.

**Graduate School Preparation.** To meet the ACS standards described above under chemistry major, biochemistry majors must include Chm. 341 and Chm. 348 in their program.

## Requirements

### Freshman Year

Bio. 113	General Biology
Bio. 221	Microbiology
Chm. 111 or 113	Principles of Chemistry
Chm. 114	Organic Chemistry I
Mth. 120, 121	Calculus I, II

### Sophomore Year

Bio. 225	Cell Biology
Chm. 225	Organic Chemistry II
Chm. 226	Quantitative Analysis
Phy. 112, 113	Fundamentals of Physics

### Junior Year

Bio. 357	Molecular Biology
Chm. 331	Thermodynamics and Kinetics
Chm. 347	Biochemistry
Elective in Biology or Chemistry	

### Senior Year

Chm. 355 or Bio. 350	Independent Study
Chm. 390	Chemistry Seminar
Elective in Chemistry or Biology	

## Joint Major in Environmental Science

Environmental Science is a joint major offered by the Department of Chemistry and the Department of Biology. This major recognizes the importance of environmental problems in the contemporary world and the expansion of career opportunities in this area.

Environmental problems in contemporary industrial societies are broadly associated with patterns of consumption; these problems are social, economic, and political as well as technological in nature. Such problems can be understood and substantially ameliorated, if not always eliminated. Laws which enlist technology in the service of repairing earlier environmental damage and avoiding future hazards have led to new industries related to environmental protection and new employment opportunities in private industry, state, and federal government.



Environmental careers fall into three broad categories: environmental protection, natural resource management, and planning/communication. With regard to career preparation, the Simmons environmental science major is most closely associated with the environmental protection area. This field depends particularly on the application of science to problems such as air quality, water quality, solid waste, hazardous waste, and habitat destruction. Persons pursuing careers in environmental protection need strong preparation in the basic sciences combined with the broad outlook which tends to distinguish environmentally responsible development from narrowly focused projects that ignore environmental impact.

The environmental science major incorporates strong preparation in basic sciences (biology, chemistry, physics, statistics), four science courses with specific emphasis on environmental problems (Bio. 345, Bio. 353, Chm. 327, Chm. 328), two economics courses, which explore the relationships between market forces and industrial behavior, and the option of an internship in an environmental science laboratory. A formal presentation of a topic distinct from that of the independent learning/internship is required and can be fulfilled by Chm. 390 Chemistry Seminar or an equivalent experience in a 300-level Biology course.

### Requirements

#### Freshman Year

Bio. 113	General Biology
Bio. 218	Biology of Organisms I
Chm. 111 or 113	Introductory Chemistry
Chm. 112	Organic Chemistry

#### Sophomore Year

Bio. 222	Biology of Organisms II
Chm. 226	Quantitative Analysis
Mth. 118-I, 2	Introductory Statistics
Phy. 110, 111	Introductory Physics

#### Junior Year

Chm. 327	Energy and the Environment
Chm. 328	Chemicals and the Environment
Bio. 340	Plant Physiology
Bio. 345	Principles of Ecology
Eco. 100	Principles of Microeconomics

#### Senior Year

Bio. 353	Topics in Marine Biology
Eco. 239	Government Regulation of Industry
Phl. 225	Moral Issues in Advanced Technology

Independent Learning/Internship

## Joint Major in Chemistry-Management

The chemistry-management joint major is designed for students who would like to apply their scientific interests to a business career. The major is appropriate for a variety of careers at the interface of the two disciplines, such as sales and marketing specialists for chemical and pharmaceutical companies, business officers in science-based industries or institutions, and scientific information liaisons, for example in public relations, political advising, and lobbying.

The College independent learning requirement is ordinarily fulfilled by Mgt. 270 Internship (8 semester hours) in a project related to the management or financial aspects of science-related organizations, such as science museums or hospital laboratories. These internships are identified by the Department of Chemistry, approved by both departments, and administered by the Department of Management according to the normal procedures of Mgt. 270.

In rare instances, the independent learning requirement may be fulfilled by Chm. 355 (8 semester hours) or by non-science-related internship in Mgt. 270.

#### Freshman Year

Chm. 111 or 113	Introductory Chemistry
Chm. 114	Organic Chemistry I
Mth. 120	Calculus I
Mth. 121	Calculus II

#### Sophomore Year

Chm. 225	Organic Chemistry II
Chm. 226	Quantitative Analysis
Phy. 112	Fundamentals of Physics I
Phy. 113	Fundamentals of Physics II
Eco. 100	Principles of Microeconomics
Eco. 101	Principles of Macroeconomics

#### Junior Year

Chm. 331	Thermodynamics and Kinetics
or Chm. 332	Quantum Mechanics and Molecular Structure
Mgt. 120	Financial Accounting
Mgt. 121	Managerial Accounting
Mgt. 133	Introduction to Management
Mgt. 234	Organizational Communication and Behavior
Mth. 118	Introductory Statistics

#### Senior Year

Mgt. 240	Managerial Finance
or Mgt. 250	Principles of Marketing
Chemistry elective	

**Internship/Independent Study**

Chm. 390            Chemistry Seminar

Strongly recommended elective:

Mgt. 290            Special Topics Seminar

**Double Degree Program in Chemistry and Pharmacy**

Under the provisions of an interinstitutional agreement with the Massachusetts College of Pharmacy and Allied Health Sciences (MCPAHS), Simmons College offers a 7 year dual major (double degree) program for Simmons students, leading to the B.S. degree in chemistry from Simmons, and the Pharm.D. degree from MCPAHS. Interested students should consult the chair of the Chemistry Department.

Pharmacy is an integral part of the health care community and industry. The Pharm.D. degree, followed by state licensing, leads to a variety of opportunities in community or hospital pharmacy, and in research, development, and marketing with pharmaceutical and cosmetic companies. The dual degree program requires one year more to complete than a regular entry-level 6 year Pharm.D, but has somewhat more flexibility in career options, particularly for a student who becomes interested in research.

MCPAHS, a member of the Colleges of the Fenway consortium, is located on Longwood Avenue, one block from Simmons. It was organized as a private institution in 1823 to educate men and women in the profession of pharmacy. In addition to the professional Pharm.D. degree, MCPAHS offers undergraduate degrees in a number of health-related areas, and research-oriented M.S and Ph.D. degrees in the pharmaceutical sciences. It is accredited by the New England Association of Schools and Colleges and the American Council on Pharmaceutical Education.

The curriculum for the double degree consists of three full years at Simmons; a fourth year that includes eight semester hours of independent study at Simmons, with the remainder of the course work at MCPAHS; and an additional three years at MCPAHS completing coursework and experiential education (clinical clerkships).

Students fulfill the degree requirements of both institutions; no degree is awarded until the entire program is complete. At that time, the student receives a Pharm.D. degree from MCPAHS, and a B.S. degree in chemistry from Simmons.

Licensure in pharmacy requires 1,600 hours of internship (practical pharmacy), plus a state board examination. About half of the internship, for which students may be paid, is carried at pharmacies selected and approved by MCPAHS. The student usually begins

this after transferring to MCPAHS, with summer or academic year appointments. The balance of the internship requirement is met by satisfactory completion of the clinical clerkships during the seventh year. State licensing examinations are generally taken during the summer following graduation.

Students interested in the double degree should talk to the chair of the Chemistry Department as early as possible in their programs. Early contact is helpful both for advising for the proper prerequisite courses and for identifying the total number of potential double degree candidates.

Students apply for admission to MCPAHS during their junior year at Simmons, through MCPAHS's normal transfer student admission process. Although MCPAHS agrees to give qualified Simmons students preference, it is their right to determine the final suitability for entry into the professional pharmacy program.

**Requirements for the majors:**

(First three years plus Independent Study)

**Year One**

Bio. 113	General Biology
Bio. 218	Principles of Zoology
Chm. 111 or 113	Introductory Chemistry or Principles of Chemistry
Chm. 114	Organic I
Mth. 120	Calculus I
Mth. 121	Calculus II

**Year Two**

Bio. 221	Microbiology
Chm. 225	Organic II
Chm. 226	Analytical
Phy. 112	Fundamentals I
Phy. 113	Fundamentals II
Psy. 101	Intro to Psychology

**Year Three**

Chm. 331	Physical
Chm. 332	Physical
Chm. 347	Biochemistry
Eco. 101	Macroeconomics
Mth. 118	Statistics

**Year Four**

Chm. 355	Independent Study and Thesis
Chm. 355	Independent Study and Thesis
Chm. 390	Seminar
Chm. 390	Seminar



## Minor in Chemistry

A minor in Chemistry consists of five courses as follows: a) two 100-level courses: III or II3 and II2 or II4; b) one or two 200-level courses; and c) additional 300 level courses to finish the requirement.

Minors can be designed to meet the special interests of a variety of students. An environmental interest would be met by the Chm. III or II3, II2, 226, 327, and 328 sequence; math students could elect Chm. II3, II2, 226, 332, and 344 or 348; biologists could easily obtain a chemistry minor from Chm. III or II3, II4, 225, 226, and 347.

Students in majors constructed from the offerings of two departments (Biochemistry, Environmental Science) do not obtain a minor in either department.

## Courses

### Chm. 107-2 Chemistry of Drugs and Drug Action (DWC)

4 sem. hrs.

A course for non-science students focusing on chemistry and biochemistry of drugs including a historical perspective and modern methods of drug design. After the chemical principles are introduced, the course uses a topical approach. Topics may include over-the-counter drugs such as diet pills, non-drugs such as tobacco and alcohol, and legal and illegal drugs. Six hours per week, variable lecture/laboratory. Staff.

### [Chm. 109-2 Chemistry, Society, and the Environment

4 sem. hrs. Not offered in 1998-99.]

A course for non-science students, focusing on chemicals and chemical principles and their impact on our way of life. Topics include energy resources, environmental chemistry, chemistry in the arts, chemistry in the home, hazardous substances, and bio-technology. Six hours per week, variable lecture/laboratory. Staff.

### Chm. III-1 Introductory Chemistry: Inorganic

4 sem. hrs.

Basic concepts with special reference to inorganic compounds, including chemical equations, the Periodic Table, chemical bonding, and equilibrium. No previous knowledge of the subject or sophisticated background in mathematics is assumed. The laboratory is designed to correlate with and amplify the lecture material and to familiarize the student with fundamental laboratory techniques including instrumental meth-

ods. Three lectures, one discussion period, and one laboratory per week. Piper.

### Chm. II2-2 Introductory Chemistry: Organic

4 sem. hrs. Prereq.: Chm. III or Chm. II3.

Designed for the concentrator in the paramedical or science-related field. Nature of the covalent bond, structure of organic compounds and their reactions and reaction mechanisms. Introduction to the structure and biochemical functions of compounds important to life. Three lectures, one discussion period, and one laboratory per week. Lee.

### Chm. II3-1 Principles of Chemistry

4 sem. hrs. Prereq.: A satisfactory score on the Simmons Chemistry Placement Examination.

A quantitative development of a few fundamental topics: the mole concept, stoichiometry, chemical equilibria in aqueous solutions, atomic and molecular theory, inorganic chemistry, and rates of chemical reactions. Emphasis on examples of environmental importance. The laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures, one discussion period, and one laboratory per week. Bowers.

### Chm. II4-2 Organic Chemistry I

4 sem. hrs. Prereq.: Chm. III or Chm. II3.

Fundamental concepts of atomic structure, hybridization, molecular orbitals, and structure of organic molecules. Survey of functional groups, classes of organic compounds, and their reactions. An in-depth mechanistic study of those reactions, involving energies, stereochemistry, equilibrium, and reaction rate theory. Three lectures, one discussion period, and one laboratory per week. Piper.

### [Chm. 223-1 Introductory Chemistry: Biological

4 sem. hrs. Not offered in 1998-99.] Prereq.: Chm. II2 or Chm. II4.

Builds on the organic background provided in Chm. II2. Study of carbohydrates, lipids, proteins, and enzymes; their function in living systems; metabolic pathways and their regulation. Laboratory work includes the chemistry of foods and human nutrition. Three lectures, one discussion period, and one laboratory per week. Staff.

**Chm. 225-1 Organic Chemistry II**  
4 sem. hrs. Prereq.: Chm. 114 or Chm. 112 with consent of the instructor.

An extension of Chm. 114 to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three lectures, one discussion period, and one laboratory per week. Lee.

**Chm. 226-2 Quantitative Analysis**  
4 sem. hrs. Prereq.: Chm. 113 or Chm. 111 with consent of the instructor.

Theoretical principles and experimental practice of quantitative analysis. Topics include solubility, acid-base and redox equilibria and their application in potentiometric, gravimetric, titrimetric, and coulometric methods; spectrophotometry; ion-exchange and chromatographic separations; and analytical data evaluation and computer data reduction. Three lectures and about six hours of laboratory per week. Bowers.

**Chm. 327-1 Energy and the Environment**  
4 sem. hrs. Prereq.: Phy. 110, Phy. 111, Chm. 226, and Mth. 118.

This course builds an understanding of the characteristics of energy which underlie all processes in local and global environments. Topics include the energy balance of the earth, anthropogenic energy, and limits on efficiency. Equilibrium, steady states, and instabilities in open systems are introduced in the context of environmental systems. Problems of energy perturbations to the environment such as thermal pollution and the greenhouse effect are examined in detail. Three lectures and one laboratory per week. Soltzberg.

**Chm. 328-2 Chemicals and the Environment**  
4 sem. hrs. Prereq.: Phy. 110, Phy. 111, Chm. 226, and Mth. 118.

This course focuses on the complex interplay of the substances, both natural and synthetic, which make up our environment. Topics include geochemistry, including the atmosphere and oceans and chemical cycles in relation to the biosphere. Chemical perturbations to the environment are examined, with emphasis on air pollution, water pollution, and solid waste. Methods of modeling environmental systems will be examined. Three lectures and one laboratory per week. Staff.

**Chm. 331-1 Thermodynamics and Kinetics**  
4 sem. hrs. Prereq.: Chm. 226 and Phy. 113.

Detailed treatment of the states of matter and the laws of thermodynamics (with applications to chemical and phase equilibria, and electrochemistry) and reaction kinetics and mechanism. Laboratory studies emphasize the application of concepts developed in the lecture. Three lectures and one laboratory per week. Bowers.

**Chm. 332-2 Quantum Mechanics and Molecular Structure**  
4 sem. hrs. Prereq.: Chm. 226 and Phy. 113.

The wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, molecular structure, and statistical mechanics. Spectroscopic and model (computer and physical) studies make up the laboratory work. Three lectures and one laboratory per week. Soltzberg.

**Chm. 341-2 Advanced Analytical Chemistry**  
4 sem. hrs. Prereq.: Chm. 331.

An in-depth examination of the theory and practice of selected modern methods in analytical chemistry. Computer methods in the laboratory with emphasis on data acquisition and the use of computers for extracting information from noisy data. Specific areas of modern analysis include Fourier-Transform NMR, electrochemical analysis, GC-mass spectrometry, spectrophotometric methods, and flow injection analysis. Three lectures and one laboratory per week. Staff.

**Chm. 343-2 Advanced Organic Chemistry**  
4 sem. hrs. Prereq.: Chm. 225.

A selection of topics from synthetic and physical organic chemistry, beginning with a review of basic organic chemistry. Topics may include the synthesis of biologically significant molecules, Woodward-Hoffman rules, reaction intermediates, new synthetic methods, and biosynthetic pathways. Three lectures per week. Lee.

**[Chm. 344-2 Advanced Physical Chemistry**  
4 sem. hrs. Not offered 1998-99.] Prereq.: Chm. 331 and 332 and Mth. 220.

An extension of quantum and statistical mechanics to more complex problems in spectroscopy, reaction kinetics, and statistical thermodynamics than those introduced in Chm. 331 and 332. Three lectures per week. Staff.



**Chm. 346-1 Organic Spectroscopy**  
4 sem. hrs. Prereq.: Chm. 225 and Chm. 226.

Laboratory work emphasizes most of the important techniques used in the synthesis, separation, and characterization of organic compounds. Mass spectrometry and Fourier transform nuclear magnetic resonance spectroscopy (FTNMR) are applied to laboratory problems. Lectures cover major spectrometric techniques used in organic structural elucidation, including two-dimensional FTNMR methods. Three lectures and six hours of laboratory per week. Piper.

**Chm. 347-1 Biochemistry**  
4 sem. hrs. Prereq.: Chm. 225 and Chm. 226 or consent of the instructor.

Organizing principles of living systems, structure and function of proteins, sugars, and lipids, mechanism and kinetics of enzymes, introduction to bioenergetics, and integration and control of metabolic pathways. Laboratory work emphasizes modern instrumentation such as HPLC and spectrophotometric methods. Three lectures and one laboratory per week. Hartman.

**Chm. 348-2 Advanced Inorganic Chemistry**  
4 sem. hrs. Prereq. or concurrent: Chm. 332.

Structural and dynamic aspects of inorganic compounds, including ionic crystals, transition metal complexes,

organo-metallics, and electron deficient species. The course will include topics of current bio-inorganic interest, such as metalloporphyrins, enzymes, nitrogen fixation, and essential trace elements. Three lectures and one laboratory per week. Bowers.

**Chm. 349-1, 2 Individual Study**  
4 or 8 sem. hrs.

Staff.

**Chm. 350-1 or 2 Independent Study**  
4 or 8 sem. hrs.

Selection of a research project involving scientific literature search and related laboratory work. Staff.

**Chm. 355-0 Independent Study with Thesis (DWC)**  
8 sem. hrs.

Selection of a research project involving scientific literature search, followed by laboratory work required for solution of the problem. The results of this work are presented in a thesis. Staff.

**Chm. 390 Chemistry Seminar**  
No credit. Required of all full and joint chemistry majors.

Other interested students are invited to attend. Staff.

## Department of Communications

Chair: Corcoran  
Professors: Beltz, \*\* Smiley, \*\*\* White  
Associate Professor: Corcoran  
Adjunct Assistant Professors: Aronson, Jackson  
Director of Internships: Brown-Pawlyshyn  
Lecturer: Wood  
Special Instructors: Larocque, Shea  
Staff Assistant: Sybertz

**\*\*On sabbatical leave second semester 1998-99.**

**\*\*\*On sabbatical leave entire year 1998-99.**

Majors within the Department of Communications equip students for careers in publishing, newspaper and broadcast journalism, public relations, advertising, and graphic design and production.

Internships and other independent learning experiences in the various fields of communications

are available to students enrolled in all majors in communications.

### Major in Communications

The major in communications offers students a dual preparation in the written word and in the visual media.

**Requirements.** The sequence of 36 semester hours of required courses in the major in communications is normally taken in the following order:

Com. 120	Communications Media
Com. 140	Introduction to Graphic Design
Com. 165	Editing Copy and Proof
Com. 160	Journalism
Com. 242	Layout and Production
Com. 360	Feature Writing
Com. 260	Advanced Journalism
or Com. 364	Opinion/Editorial Writing

The all-College requirement for independent learning is satisfied by Com. 370, Internship, or by eight semester hours taken among Com. 350, Independent Study; Com. 380, Field Experience; and Com. 355, Senior Project.

## Major in Graphic Design

The major in graphic design prepares students for graphic design positions primarily in the print medium, though individual design objectives can be accommodated. Admission into the concentration is contingent on demonstrated talent in Com. 140, which those intending to major in graphic design should take in the freshman year.

**Prerequisites Outside of Communications Department:** A total of 16 semester hours in the Department of Art and Music.

Twelve semester hours in studio art, to be fulfilled by the following courses:

Art III	Introduction to Studio Art: Drawing
Art II2	Introduction to Studio Art: Color
Art 2II	Advanced Drawing

Four semester hours selected from the following courses:

Art 142	Introduction to Art History: Baroque to the 20th Century
Art 244	20th-Century Art
Art 249	History of Photography
Mus. 239	Paris in the Modern Age

**Requirements.** 40 semester hours in communications, which are normally taken in the following order:

Com. 120	Communications Media
Com. 140	Introduction to Graphic Design
Com. 165	Editing Copy and Proof
Com. 160	Journalism
Com. 242	Layout and Production
Com. 138	Basic Photography
Com. 237	Advanced Photography Workshop
or Com. 239	Documentary Photography
Com. 240	Intermediate Graphic Design: Typography
Com. 340	Advanced Graphic Design
Com. 344	Portfolio

The all-College requirement for independent learning is normally satisfied by eight semester hours, chosen from the following courses:

Com. 350	Independent Study
Com. 354	Senior Project
Com. 370	Internship
Com. 380	Field Experience

**Elective.** If the prerequisites in the Department of Art and Music have been fulfilled, graphic design majors may elect one course at The School of the Museum of Fine Arts, provided that the course does not duplicate any Simmons College course offering and is approved by the student's faculty adviser. Course work is supervised by a designated Department of Communications faculty member under the title of Com. 349.

## Major in Public Relations and Marketing Communications

A career in public relations, advertising, or marketing communications is the goal of those who elect this major. The integrated curriculum emphasizes courses that prepare students to deal with the great variety of communications-related problems and opportunities that face contemporary businesses, organizations, and corporations.

Classroom work leads to placement by the department's internship director in one or more pre-professional internships (all majors are required to complete at least one semester-long internship), and students are offered numerous opportunities to work on creative and account management teams.

The major in public relations and marketing communications, which builds on the foundation skills of writing, speaking, and visual literacy, has been designed with the help and cooperation of the department's panel of expert practitioners, and after consultation with alumnae and representatives of professional communications organizations. Options within the major allow students to choose between the creative or account management areas of advertising and public relations.

**Requirements.** 48 semester hours in communications, which are normally taken in the following order:

### First Year

Com. 120	Communications Media
Com. 186	Introduction to Public Relations and Marketing Communications

### Second Year

Com. 165	Editing Copy and Proof
Com. 160	Journalism
Com. 140	Introduction to Graphic Design



**Second or Third Year**

- Com. 242    Layout and Production  
 Com. 281    Writing for Public Relations and  
               Marketing Communications  
 Com. 360    Feature Writing

**Third Year, choose one from**

- Com. 385    Seminar in Public Relations  
 Com. 387    Advertising and Design  
 Mgt. 231    Managing Marketing Communications

**Fourth Year**

- Com. 270    Internship  
 Com. 389    PR/MarCom Lab (Studio Five)  
 Prerequisite for students who choose Mgt. 231: Mgt. 250

**Interdepartmental Major**

For information about the communications-arts administration interdepartmental major, see page 34.

**Minor in Communications**

Along with its majors, the communications department also offers a wide range of minors in subjects that include—but are not limited to—journalism, photography, graphic design, film and video, public relations/marketing communications, and visual studies. A minor is composed of five courses or 20 semester hours. If a student is interested in a communications minor, she is encouraged to contact the department chairperson.

**Post-Baccalaureate Program Leading to a Diploma in Communications**

This program can be completed in one year on a full-time basis or over a longer period on a part-time basis. It offers graduates of approved colleges, whose undergraduate programs have been largely academic, the opportunity to do concentrated studies in the basic skills required in editing, publishing, graphic arts, and the news media. Each student's program is planned in consultation with the department faculty. Candidates who satisfactorily complete such a program are eligible for the Diploma in Communications.

A typical program (32 semester hours) includes the following courses:

- Com. 120    Communications Media  
 Com. 140    Introduction to Graphic Design  
 Com. 165    Editing Copy and Proof  
 Com. 160    Journalism  
 Com. 242    Layout and Production  
 Com. 354    Senior Project  
 Electives    Eight semester hours

**Graduate Program in Communications**

For information about the Master of Science Program in Communications Management, see page 166.

**Courses****Com. 120-I, 2 Communications Media**  
4 sem. hrs.

For the page, the screen, and the World Wide Web, Communications Media is an introduction to communication arts and theory. It involves the analysis of media from the point of view of the audience, and the production of media from the point of view of the communicator. During the course numerous screenings supplement examples and exercises in film, animation, multimedia, and the graphic arts. The atmosphere of the classroom is a media environment; a comfortable theatre supported by light and sound. White.

**Com./Art 138-I, 2 Basic Photography**  
4 sem. hrs.

In this course, students learn the art and craft of contemporary black-and-white photography. Emphasis is placed on learning how to use a camera, develop negatives, and make prints in order to create images that are visually powerful, and significant to the photographer and her audience. Sills, Solomita.

**Com. 140-I, 2 Introduction to Graphic Design**  
4 sem. hrs.

This course introduces the formal properties of visual literacy as it relates to graphic design. Studio projects and critiques based on these properties are reinforced and complemented by lectures on design and type history, and student presentations about design and typography, using our information-saturated environment as resource and inspiration. Aronson, Larocque.

**Com. 160-I, 2 Journalism**  
4 sem. hrs.

This course immerses students into journalism by covering controversial issues and events in Boston and New England. Stories range from local and national politics to entertainment and sports. Subjects hone interview skills in off-campus stories which seek reaction from people in the street as well as celebrities. Students use current newspapers and library research as a living textbook for the construction of crisp, informative stories on deadline. Corcoran, Jackson.

**Com. 165-I, 2 Editing Copy and Proof**  
4 sem. hrs.

Students learn how to perceive and correct errors in language written by others. Using professional copy-editing symbols and techniques, they make needed changes (in spelling, punctuation, word selection, etc.) before the final wording, or "copy," is readied for printing or broadcast. Proofreading techniques are explained. Students explore basic pre-writing practices, e.g. ranking and organizing raw story data for news release or letter to the editor. Wood.

**Com. 181-2 Public Speaking**  
4 sem. hrs.

Preparation and presentation of various types of speeches, including impromptu, extemporaneous, and manuscript. Emphasis on platform speaking and delivery, on developing fluency in expressing thoughts in public, and on improving critical listening ability. Beltz.

**Com. 186-I, 2 Introduction to Public Relations and Marketing Communications**  
4 sem. hrs.

Explores the nature and role of communications in marketing, and the integration of public relations, advertising, direct marketing, sales promotion, personal selling, and new media technology in the marketing communications plan. Emphasis on communications theory and analysis of marketing communications materials in various media. The course considers the economic and social implications of promotion. Students are exposed to the marketing communications environment through a field work assignment in a marketing communications agency. Beltz.

**Com. 200-I, 2 Media, Messages, and Society**  
4 sem. hrs.

Are the media only interested in buying and selling, sex and violence? Media, Messages, and Society explores how—and why—the media reflect, effect, create, and mold public opinions, ideas, and values. Students examine, discuss, and write about issues related to the media and society, and the content of print and non-print—radio, television, film, and the internet—media in terms of the written and visual messages they convey. Corcoran.

**Com. 220-I, 2 Video Production**  
4 sem. hrs.

Explore the working methods and production of narrative, documentary and music video filmmaking.

Students view professional examples, then plan, shoot, and edit their own short pieces in an attempt to understand the variety of conditions that lead to the creation of good short productions for tape, screen or the World Wide Web. White.

**Com. 222-I Animation**  
4 sem. hrs.

The aesthetics of animation apply to all art forms. Fifty small drawings in a flip book, or on a loop of clear film. A computer-generated *Toy Story* character. In the future computers will be your super cameras to scan, pan, zoom, spin, and playback right before your eyes. Learn how to make all kinds of animation, and to bring it to the screen, while studying future career possibilities. White.

**[Com./Art 231-I Alternative Processes in Photography**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Com./Art 138 or consent of the instructor.

In this course, students will experiment with non-traditional techniques and equipment to make photographic images. We will use hand-made and "toy" cameras (as well as 35mm cameras), found pictures and Xerography to make negatives. Print-making will include toning, hard-coloring, Polaroid transfers, cyanotypes, and Van Dyke processes. Class time will be divided between lab work, discussion of historical and contemporary alternative photography, and critiques of student work. Sills.

**Com./Art 232-2 Photography and Writing (DWC)**

4 sem. hrs. Prereq.: MCC 101 and Com./Art 138.

The goal of this course will be to integrate photographs and writing into a creative and communicative expression of personal observation, experience, and feeling. Students will work on photography and writing separately at times, but the overall process will lead to unified works synthesizing the two. Sills.

**Com./Art 237-2 Advanced Photography Workshop**

4 sem. hrs. Prereq.: Com./Art 138.

This course provides each student with an opportunity to develop her own photographic vision through images that express her ideas and imagination. In lab sessions,



students will continue to refine technique. Aesthetic issues will be addressed as we look at students' work and that of contemporary photographers. Sills.

### **[Com./Art 239-2 Documentary Photography**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Com./Art 138.

Using photography to describe, understand, and interpret the world around us, you will create photographic essays on subjects of your choosing. Attention will be given to refining technical skills while we delve into aesthetic issues of significance and meaning in our images. The documentary tradition will be studied as a basis for each student to develop her own work skills. Sills.

### **Com. 240-1 Intermediate Graphic Design: Typography**

4 sem. hrs. Prereq.: Com. 140.

The formal principles of design are applied in the context of typography. The means of typography to intensify concepts are explored through projects ranging from experimentation in the fine points of type to the redesign and improvement of existing type-heavy designs. Aronson.

### **Com. 242-1, 2 Layout and Production**

4 sem. hrs.

Introduction to the techniques and processes that convert word and picture copy to the printed page. Shea, Larocque.

### **Com. 244-2 Design for the World Wide Web**

4 sem. hrs. Prereq.: Consent of the instructor.

Study of the relationship of computer technology and the World Wide Web to the design process. Employs HTML and design applications in current professional use. The goal of the course is to define links among conceptual problem solving, creative thinking, visualization, and technology. Staff.

### **[Com. 260-2 Advanced Journalism**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Com. 160 and 165.

Advanced study of reporting methods and writing techniques. Lectures, readings, discussions, and assignments cover in-depth, investigative, and specialized reporting, such as writing about the arts, science, or legal system, while also considering the practical,

legal, moral, and ethical consequences of pursuing news for publications. Other ideas that also will be discussed and addressed: journalist as propagandist; journalist as initiator or follower of political and social trends. Corcoran, Jackson.

### **Com. 263-2 Broadcast Journalism**

4 sem. hrs. Prereq.: Com. 160.

Reporting, videotaping, script writing, videotape editing for the broadcast media. Students will go out on actual news and documentary assignments. Staff.

### **Com. 281-1 Writing for Public Relations and Marketing Communications (DWC)**

4 sem. hrs. Prereq.: Com. 160 and 186.

Students learn to write press releases, brochures, public service announcements, and other messages that inform or influence identified publics. This course shows why a certain communication tool is used, when it is suitable, and where its use will best support marketing/public relations strategies. Broadcast and video news release techniques are explored. Students learn how to approach writing tasks in employee communications, sales promotion, and in other areas commonly found in corporations, the health-care industry and nonprofit institutions. Beltz, Wood.

### **[Com. 282-2 Discussion and Group Methods**

4 sem. hrs. Not offered in 1998-99.]

This course emphasizes the techniques and practice of oral presentations in the context of group panel discussions. Students receive extensive practice in discussion about present day problems and issues. Especially useful for students interested in gaining experience in public speaking, persuasion, negotiation, and group decision making. Beltz.

### **Com. 320-2 Cyberspace (Macromedia Director)**

4 sem. hrs.

Explore the exciting world of multimedia—that interactive dimension that incorporates text, pictures, sound, animation and video for CD-ROMs and the Internet. This course offers an overview of digital media featuring classic examples like MYST, found in publishing and entertainment, along with a series of exercises created with Photoshop and software that have become standards in the industry. White.

**Com. 340-1 Advanced Graphic Design****4 sem. hrs. Prereq.:** Com. 140 and 240.

Studio projects explore the relationship of form, function, and context in the development of strong visual concepts that communicate effectively to an audience. Structured to increase professional skills and develop individual problem-solving methods. Aronson.

**[Com. 342-2 Special Topics in Design****4 sem. hrs. Not offered in 1998-99.] Prereq.:** Com. 140 and 240.

Work in this course focuses on a particular theme affecting society and examines how imagery has been, is, and can be used to inform, persuade, and mold public opinion. Examples include—but are not limited to—the environment, politics, health care, diversity, and human rights. Students examine historic precedents and relevant communications theory in preparation for their own creative work. Group and individual problem solving is employed to address current real-world communications problems. Staff.

**Com. 344-1 Design Portfolio****4 sem. hrs. Prereq.:** Com. 140, 240, 340, senior standing.

Problems in various areas of the print medium structured to further develop students' visual sensibilities and conceptual and technical capabilities. Attention to professional issues and portfolio development. Aronson.

**Com. 349-1, 2 Individual Study****4 sem. hrs.**

The student may do individual study under the guidance of a department faculty member. The student meets with the faculty member at regular intervals for evaluation. Staff.

**Com. 350-1, 2 Independent Study****4 sem. hrs. Prereq.:** Consent of the instructor.

Qualified students may pursue writing, publishing, graphic design, photography, three-dimensional computer animation, advanced video production, and multimedia productions, video tape production, and film-making interests beyond the limits of the listed courses. Staff.

**Com. 354-1, 2 Senior Project****4 sem. hrs. Prereq.:** Concentration in communications.

Each student creates a communications project and carries it from concept to final production. A variety of publishing and graphic design projects are possible, along with slide shows, film, animation, videotape, photo essay, three-dimensional computer animation, advanced video production, multimedia productions or advertising/public relations campaigns. Staff.

**Com. 360-1, 2 Feature Writing (DWC)****4 sem. hrs. Prereq.:** Com. 160 and 165.

This course teaches students to write with, as William Zinsser puts it, "aliveness that keeps the reader moving from one paragraph to the next." Students build upon the skills and techniques learned in journalism, advanced journalism, and creative writing courses. They are encouraged to flex their creative muscle, as well as challenged to think, to see stories in their fullness, and to become involved in their own writing. They are taught a narrative style, which encourages critical thinking, and engages writers and gives them the foundations to put more human aspects into their stories. Students' work will be read, discussed, and critiqued in class. Corcoran.

**[Com. 363-1 Media and the First Amendment (DWC)****4 sem. hrs. Not offered in 1998-99.] Prereq.:** Com. 160 and 165.

An examination of the news media's first amendment rights and responsibilities. Libel, privacy, fairness, and objectivity are addressed, as well as current media issues. Discussion and research of the ethical and legal ramifications of communications in a democratic society. Staff.

**Com. 364-2 Opinion/Editorial Writing (DWC)****4 sem. hrs. Prereq.:** Com. 160 and 165.

Persuading readers to your point of view, or at least getting their attention, is the focus of this course. Students go beyond merely having an opinion by honing research skills to defend arguments. Students subscribe to current newspapers as a living text to see how the best columnists in the nation craft their commentary. The goal of this course is for all students to be able to produce editorials and columns suitable for publication. Jackson.



### **Com. 370-1, 2 Internship**

8 or 16 sem. hrs. Prereq.: Senior standing; declared major in communications, public relations and marketing communications or graphic design; consent of the instructor; and application (filed October 15 for spring semester, and March 1 for summer or fall semester)

A one-semester program providing supervised practical work experience for students preparing for careers in communications. Students are placed in profit and nonprofit organizations in positions closely related to their professional goals, and are required to work between 16 hours (for 8 credits) and 35 hours (for 16 credits) a week. All placements are approved and supervised by the internship program director and are located in the Greater Boston area during the fall, spring, or summer semesters. Brown-Pawlyshyn.

### **Com. 380-1, 2 Field Experience**

4 sem. hrs.

An 8-10 hour-per-week field placement in the Greater Boston area, based on the student's background and interests, available to students who have not yet fulfilled all departmental or interdepartmental requirements. Students must apply before October 15 for spring semester; March 1 for summer or fall semester. Brown-Pawlyshyn.

### **Com. 385-2 Seminar in Public Relations**

4 sem. hrs. Prereq.: Com. 160 and 186.

Institutional public relations and practical training in publicity procedures; analyzing clients' needs, planning campaigns, and preparing and placing copy in print and electronic media. Special attention will be given to applying public relations principles to industrial, educational, and community problems. Beltz, Wood.

### **[Com. 387-2 Advertising and Design**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Com. 186.

The creative process of advertising is explored with an emphasis on intensive writing for print media with some exposure to writing for broadcast. Students develop written and visual concepts, and write and rewrite advertising copy. The course includes in-class critiques and beginning portfolio development. Staff.

### **[Com. 388-1 Editing Publications for Companies and Nonprofit Organizations (DWC)**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Com. 160 and 385.

Various specialized types of editing and writing, including company or institutional newspapers, newsletters, magazines, annual reports, and personnel handbooks. Beltz.

### **Com. 389-2 PR/MarCom Lab (Studio Five)**

4 sem. hrs. Prereq.: Consent of the instructor.

A faculty-supervised workplace where students undertake projects for non-profit organizations including health care institutions or advocacy groups while working as a team to meet deadlines. Students plan and produce marketing communications materials, applying skills in writing, editing, design, production, and presentation. Relevant issues of agency/client relationships, vendor relations, and project management are integrated. Brown-Pawlyshyn.

### **Associates, 1998-1999**

Carmen Baez '79	Executive Vice President, Latin America Diversified Agency Services, Division of Omnicom Group, Inc.
Hallie Baron	Associate Market Manager, The Putnam Company-Investments, Boston
Muriel Cohen '42	Education Specialist, The Boston Globe, Boston
Rehema Ellis '74	Network Correspondent, NBC, New York, NY
Susan Foley-Lepard '82	Freelance Writer, Former Vice President, Clark & Company, Boston
Barbara Grigsby	Director, Business Learning and Development, Bull HN Information Systems, Inc., Billerica
Lou Jones	Photographer, Boston
Lisa Mullins '80	Anchor/Reporter, WGBH 89.7 FM, Boston

Evelyn C. Noether '71	Vice President of Design, Fine Fragrance Group, New York, NY	Jack Thomas	Writer, Living Section, The Boston Globe, Boston
Richard Reed	Creative Services Director, State Street Bank and Trust Company, Boston	Karen Thomas '77	President, Thomas Enterprises, Newark, NJ
Andrew Rodger, M.S. '92	Vice President/General Manager, Open Systems, IDG World Expo, Framingham	Constance Louise Tree '45	Consultant in Graphic Arts Development and Planning, Boston
Nancy Selig '78	President, Selig Systems, Boston	Betsy Weaver	Publisher, The Boston Parents' Paper, Boston
		Diane White '65	Columnist, The Boston Globe, Boston

## Computer Science

See Department of Mathematics and Computer Science, page 108.

## Program in East Asian Studies

**Assistant Professors:** Abuza, Aoki, Liu, Puri, Thiruvengadam

The major in East Asian studies (EAS) is designed to provide the student with knowledge and understanding of East Asia, a region that has become increasingly significant in the post-cold war era. Students acquire this knowledge by studying an East Asian language, as well as courses in other disciplines, including art, economics, history, literature, management, philosophy, political science, and religion. The East Asian studies major prepares students for further growth beyond college along a variety of paths, including graduate programs, employment overseas or in business and institutions specializing in East Asia, and service within and to the Asian American community. A minor in this field normally consists of two language semesters plus three related courses selected in consultation with an adviser.

**Requirements.** Student must take three courses from List A. One of these three courses must be either His. 201, 202 or His. 206. (All may be taken.) If a student wishes to count as a core course a course not contained in List A, she and her adviser may petition the major's director for approval of such a course.

**Elective Courses.** Students must take a total of two courses chosen from either List A or List B. If a student wishes to take elective courses not contained in either list, she and her adviser may petition the program's director for approval of such courses.

### List A

Art 252	Arts of the Far East
Chn. 310	Chinese Civilization
Eco. 150	The Japanese Economy
His. 201	The Dynamics of Japanese History
His. 202	Asia to the 18th Century
His. 203	History of East Asian and U.S. Foreign Relations
His. 204	Men and Women in Japanese History
His. 206	The Rise of Modern China
His. 207	Gender, Family, and Society in Modern China
His. 302	Seminar in Reforms and Revolutions in Asia
Jpn. 310	Japanese Civilization
Phl. 133	Asian Philosophy
PolS. 225	International Politics of East Asia
PolS. 228	The Vietnam War
PolS. 245	Politics of Newly Industrializing Countries



**List B**

Eco. 218	International Trade
Eco. 220	International Monetary Systems
Eng. 178	Multicultural Themes in Modern American Literature
Mgt. 241	Special Topics in Global Marketing
Mgt. 243	Special Topics in Global Management
Mgt. 268	Management in East Asian Multinational Corporations
Soc. 267	Globalization, Transnationalization, and Cultures of Resistance
Soc. 348	Re-envisioning the Third World

**Language Courses (16 credits; 4 courses)**

Students will be required to study an East Asian language for two years. Students who enter Simmons having at least an intermediate knowledge of an Asian language will be evaluated by a member of the Modern Languages and Literatures Department. In such cases, the language requirement for the major can be satisfied in one of three ways. First, the student can complete four semesters of continued study of the same language. Second, the student can complete four semesters of study of another Asian language. Third, the student can complete four additional courses from Lists A and/or B.

Students who enter Simmons with an understanding of an Asian language below an intermediate level can satisfy the language requirement by language study which would raise the student's competence to the intermediate level, plus either further courses in languages or courses from Lists A or B in addition to those satisfying requirements 1 and 2.

**Capstone Cross-Cultural Experience**

This requirement consists of two phases:

**1. Study abroad or community-based learning.** To encourage exposure to and immersion in cross-cultural experiences, students will study abroad or engage in community-based learning within an Asian American community. Although most students will study abroad, a community-based learning experience may be designed in consultation with a faculty

adviser. Students should have adequate language preparation and a significant portion of course work completed before either the foreign or community-based learning experience. This means that most students will satisfy this requirement during the junior or senior year. The timing of the study abroad or community-based learning experience will be decided in consultation with the student's adviser.

**2. Independent Learning and Integrative Seminar.** Students in the major must complete eight semester hours of independent learning in order to fulfill the college-wide requirement. This requirement has two parts. First, the student must take the EAS Integrative Seminar (EAS 390; 4 sem. hrs.). The second component may be fulfilled in one of three ways: Field Work (EAS 380; 4 sem hrs.), Internship (EAS 370; 8 sem. hrs.), or Independent Study (EAS 350; 4 sem. hrs.). The second component can be taken either within or outside the East Asian studies major. Note: During a transitional period, EAS 390 may not be offered on a regular basis. Students will complete this part of the requirement in consultation with their advisers.

**The Integrative Seminar** (EAS 390; 4 sem hrs.) must be taken in the student's final semester. In the seminar, the student will produce either a research paper or some form of creative work associated with her special interest (e.g., poetry, short stories, artwork, etc.). The nature and scope of the project will be collaboratively determined with the seminar instructor. History 302 may be used as a substitute in some years.

**EAS 350-1, 2 Independent Study**  
4 sem. hrs.

Staff.

**EAS 370-2 Internship**  
8 sem. hrs.

Staff.

**EAS 380-1, 2 Field Experience**  
4 sem. hrs. Prereq.: Consent of the department.**EAS 390-1, 2 Integrative Seminar**  
4 sem. hrs. Prereq.: Consent of the department.

# Department of Economics

**Chair:** Kenyon

**Professors:** Basch, Kenyon, Sawtelle

**Associate Professor:** Biewener

**Assistant Professor:** Aoki

**Staff Assistant:** Smith

A major in economics provides students with an excellent background for careers in finance, industry, government, and the nonprofit sector; moreover, it prepares students for graduate work in economics, law, business, and public policy. Economics majors develop their institutional knowledge about the business world, the economic environment in which businesses operate, and the governmental policies which affect businesses. Further, economics majors gain the ability to analyze complex issues and to communicate the results of their analysis. The internship in economics allows majors to develop and apply their skills and knowledge in a professional setting.

Policymakers at all levels of business, government, and the nonprofit sector must frequently evaluate complex economic issues, while intelligent citizenship makes increasing demands on an individual's knowledge of economics. Introductory economics courses at Simmons give students a basis for understanding and evaluating the operation of the American economy and other types of economies. Also, economic tools are increasingly important to studies of health care, the environment, gender, race discrimination, technology, government behavior, population growth, international relations, crime, and other domestic and global issues of public and private life. Upper-level economics courses integrate empirical work and theoretical analysis in the study of specific issues.

In addition to providing a thorough core curriculum in economics, the Department of Economics has a special emphasis in public policy. Specific policy areas covered by the department's course offerings include public economics, antitrust, regulation and deregulation, environmental economics, economic development, and international economics.

## Major in Economics

**Requirements.** The courses required for the economics major are:

Eco. 100	Principles of Microeconomics
Eco. 101	Principles of Macroeconomics
Mth. 118	Introductory Statistics
Eco. 200	Intermediate Microeconomics

Eco. 201 Intermediate Macroeconomics

Eco. 203 Economic Models and Quantitative Methods

12 semester hours of economics electives

8 semester hours of internship or independent study

Eco. 100 and Eco. 101 are basic to all other work in economics. The two courses should be completed no later than the sophomore year by students considering a major in economics. Mth. 118 should also be taken early in the economics major; the Mth. 328-329 sequence can be used as a substitute for Mth. 118.

In addition to Eco. 100, Eco. 101, and Mth. 118, majors are required to complete Eco. 200, 201, and 203 and must also complete a minimum of 12 semester hours of economics electives. Eco. 200 is the intermediate-level counterpart to Eco. 100; Eco. 201 is the intermediate-level counterpart to Eco. 101; and Eco. 203 provides an overview of economic modeling and quantitative methods used in economic analysis. Normally, majors will complete Eco. 200, 201, and 203 by the end of the junior year. Mth. 120 may be used as a substitute for Eco. 203. Students using Mth. 120 are required to add a fourth economics elective to complete their economics major; such students should confer with the Eco. 203 instructor concerning the parts of Eco. 203 they might usefully review. Among the array of electives available, Eco. 393 (Econometrics) is strongly recommended for economics majors.

Economics majors must also complete eight semester hours of independent learning in order to fulfill the College-wide requirement. While the independent learning requirement may be completed in other departments, students are encouraged to consider completing the requirement within the Department of Economics. If fulfilled through the Department of Economics, the independent learning requirement can be met through any combination of Eco. 350 (Independent Study), 370 (Internship), 390 (Special Topics), and 393 (Econometrics). Eco. 350 and 370 cannot be counted toward the 12-semester-hour elective requirement for the economics major; and if used for independent learning, Eco. 390 and 393 are not counted toward the 12-semester-hour elective requirement.

## Joint and Double Majors

Economics is complemented by a number of other fields of study in both the liberal arts and sciences and in the professional areas. The department cooperates informally with the College's other social science departments in offering courses in the areas of public



policy and international relations. A number of economics students declare double majors, a practice that the department encourages. Majors that are particularly attractive in combination with economics are political science, international relations, mathematics, management, and communications.

Our graduates use their economics as a springboard for a wide variety of careers and for a broad range of graduate study. For most such careers and graduate study, completing the requirements for the economics major provides a powerful base. Students specifically interested in pursuing graduate study in economics (to either the master's or doctoral level) should seriously consider bolstering the economics major with study in mathematics. This can be achieved through a joint economics-mathematics major or a double major in economics and mathematics.

The formal joint major in economics and mathematics is offered with the Department of Mathematics and is administered by the Department of Economics. This specialization has arisen to meet the needs of economics students realizing the increased role of mathematics and statistics in economic analysis. Also, for those students with good mathematical aptitude who do not wish to specialize only in mathematics, the joint major in economics and mathematics provides the opportunity to develop a field of applied mathematics.

## Joint Major in Economics and Mathematics

**Requirements.** Eco. 100, Principles of Microeconomics, and Eco. 101, Principles of Macroeconomics, are basic to all other work in economics and should be taken no later than the second year by all students considering the joint major in economics and mathematics.

Students electing this joint major are also required to complete the following courses: Eco. 200, Intermediate Microeconomics; Eco. 201, Intermediate Macroeconomics; Eco. 393, Econometrics; Mth. 120, Calculus I; Mth. 121, Calculus II; Mth. 220, Multivariable Calculus; Mth. 211, Linear Algebra; Mth. 328, Probability Theory; and Mth. 329, Mathematical Statistics.

Also required for the joint major in economics and mathematics are an internship or independent study of eight semester hours, and at least three electives from the economics electives or from Mth. 316, Differential Equations; Mth. 320, Introduction to Real Analysis; or Mth. 317, Numerical Methods.

## Minor in Economics

Eco. 100, Principles of Microeconomics, and Eco. 101, Principles of Macroeconomics, plus three economics electives.

## Minor in Public Policy Studies

Public policy concerns the actions of governments and the objectives that guide those actions. The 80,000 governments that make up the American system have a profound effect on the daily life of their citizens.

Students are drawn to study public policy for various reasons. Many students may hope to work for local, state, or national governments at some point in their careers. Students who plan to work in the private sector increasingly find that their professional and personal activities are affected by government. In addition, all students who desire to become more informed citizens find their lives enriched by an appreciation of how, and to what effect, government acts.

The interdisciplinary field of public policy is organized around four related sets of questions:

- Who or what influences the direction of government action?
- What "tools" are available to address societal problems?
- What are the effects of government actions?
- What are the appropriate normative questions about how policy is made and what government actually does?

The study of public policy requires a basic grounding in economics and political science. Students are therefore required to take introductory courses in each of those fields. Since the upper level public policy courses in economics are all microeconomics-based, the Principles of Microeconomics course is required.

The minor consists of five courses:

Eco. 100 Principles of Microeconomics

two of the following Eco. courses:

Eco. 236 Public Economics

Eco. 239 Government Regulation of Industry

Eco. 241 Business Competition and Antitrust Policy

Eco. 247 Environmental Economics

and two PolS. courses:

PolS. 101 Introduction to American Politics

PolS. 217 American Public Policy

## Courses

### **Eco. 100-1, 2 Principles of Microeconomics**

4 sem. hrs.

The basic principles governing the behavior of consumers and business firms in the economy. An introduction to the price system under conditions of competition, monopoly, and governmental regulation. Individual professors apply basic theory to special topics such as the wage gap between women and men, monopoly power in the computer software industry, the pros and cons of free trade, using economics to help clean up the environment, and comparing mixed market economies such as the United States to centrally planned socialist economies such as China and Cuba. Lectures and discussion. Staff.

### **Eco. 101-1, 2 Principles of Macroeconomics**

4 sem. hrs.

An introduction to the principles and policies determining output, employment, inflation, and growth in national economies. Analysis of the banking system, money creation, government expenditure, taxation, and international influences as forces directing aggregate economic activity. Special focus on the current state of the national economy and New England's economy. Lectures and discussion. Staff.

### **Eco. 125-1 Women and Work**

4 sem. hrs.

An introduction to the history of women in the U.S. economy and to contemporary issues concerning women and work. The course focuses on similarities and differences among women's work experiences in terms of race, ethnicity, and class. Issues include labor-market discrimination, the wage gap, immigration, welfare reform, affirmative action, and the household labor debates. Biewener.

### **Eco. 150-2 The Japanese Economy**

4 sem. hrs.

An introduction to various aspects of the Japanese economy, including: its industrial organization, industrial policy, labor relations, and the education system as a part of labor-force developmental policy; the changing role of women in the economy; and Japan's complex place in the world economy, especially relative to the United States and to East Asia. The selection of topics for emphasis will depend on the students' interests. Aoki.

### **Eco. 200-1 Intermediate Microeconomics**

4 sem. hrs. Prereq.: Eco. 100 and 101.

An intermediate course in the theory of consumer choice, producer choice, market structures, general equilibrium, and welfare economics. Special emphasis on the efficiency of market allocation of resources and the causes of market failure. Basch.

### **Eco. 201-2 Intermediate Macroeconomics**

4 sem. hrs. Prereq.: Eco. 100 and 101.

An intermediate course in the theory, measurement, and application of national income and employment concepts, with particular attention to the effectiveness of recent fiscal and monetary policies in achieving price stability, full employment, and sustained economic growth. Sawtelle.

### **Eco. 203-2 Economic Models and Quantitative Methods**

4 sem. hrs. Prereq.: Eco. 100 and 101.

An introduction to the basic mathematical concepts and techniques most often used in economic analysis. Algebra and differential calculus are used to develop and analyze simple economic models of consumer and producer behavior and of national income determination. The technique of regression analysis, which uses data to estimate the parameters of economic models, is introduced. Kenyon.

### **Eco. 214-1 Women in the World Economy (DWC)**

4 sem. hrs. Prereq.: Eco. 100, 101, or consent of the instructor.

A study of the theoretical and practical implications of considering development from the perspective of women. Feminist theories of patriarchy and gendered divisions of labor are used to reconceptualize Third World development issues. Policy debates about education, health care, and reproductive rights are also studied in this light. Biewener.

### **[Eco. 216-2 Economic Development (DWC)]**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Eco. 100 and 101.

An examination of different theoretical approaches to development issues in the Third World, along with a general appreciation of the economic history and particular development problems of these countries. Attention is given to how different theoretical approaches propose alternative policy recommendations for development. Biewener.



**Eco. 218-1 International Trade**

4 sem. hrs. Prereq.: Eco. 100 and 101.

This course introduces students to international trade theory and policy with an emphasis on issues of current interest. It examines theories of why nations trade, the political economy of trade protection and strategic trade policy, debates surrounding the growth of transnational corporations, and concerns about international competitiveness. Biewener.

**Eco. 220-2 International Monetary Systems**

4 sem. hrs. Prereq.: Eco 100 and 101.

This course introduces students to international monetary theory and policy. It examines the political economy of international monetary systems, the behavior of international financial markets, the balance of payments, exchange rates, international debt problems, and the role of the International Monetary Fund. Current events are emphasized throughout the course. Biewener.

**[Eco. 225-2 The Political Economy of U. S. Capitalism (DWC)]**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Eco. 100, 101, or consent of the instructor.

Although liberal and conservative economists differ on how to improve capitalism's performance, they agree that capitalism is the best economic system. This course explores an economic theory which is critical of capitalism as an economic and social arrangement. This course investigates (1) a particular approach to political economy, class theory, as a systematic method of critical thinking; (2) how to compare mainstream economic theories versus class theory; and (3) political economy analyses of various facets of contemporary U.S. capitalism. Aoki.

**Eco. 231-1 Money and Banking**

4 sem. hrs. Prereq.: Eco. 100 and 101.

The purpose of this course is to develop an understanding of money, the U.S. financial system, and monetary policy. The first section examines the institutions and markets of the U.S. monetary and financial systems. The second section focuses on different theoretical frameworks, analyzing the relationship between the monetary and productive sectors of the economy, and policy alternatives. Throughout the semester, we follow current developments in monetary policy, addressing its impact on financial processes and the economy. Aoki.

**Eco. 236-2 Public Economics**

4 sem. hrs. Prereq.: Eco. 100.

An analysis of government spending and taxes at the national, state and local level. Topics include explaining growth in government, who bears the tax burden, the future of the income tax in the United States, expenditure programs for the poor, financing health care, financing education, the relationship among various governments in a federal system, and the Social Security system. Kenyon.

**Eco. 239-1 Government Regulation of Industry**

4 sem. hrs. Prereq.: Eco. 100, 101, or consent of the instructor.

Analysis of the economic rationale, methods, effects, and potential reforms of governmental regulation of American industry. Specific topics include the regulations designed to control natural monopolies, to restrain competition, to assure the quality of consumer products, to protect the environment, and to improve occupational safety and health. Basch.

**[Eco. 241-1 Business Competition and Antitrust Policy]**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Eco. 100 and 101.

An analysis of how industrial organization affects the nature and extent of competition among business firms in the United States. Theoretical and empirical perspectives on the determinants of industry structure, on the links between industry structure and a firm's conduct, and on the overall performance of American industry. Particular focus on those cases in which structure and conduct are purported to deviate significantly from conditions of perfect competition. Examination of antitrust policy as a means of improving the performance of American industry. Basch.

**[Eco. 242-2 Managerial Economics]**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Eco. 100 and 101.

This course examines the application of economic analysis to managerial decisions concerning output, market performance, competitive behavior, and production efficiency in profit and non-profit enterprises. Quantitative techniques appropriate to demand estimation, price determination, market share strategies, and resource allocation are utilized in cost-bene

fit studies of management alternatives. Additionally, market and nonmarket regulations and public controls are considered in determining the economic environment in which managerial decisions are made. Sawtelle.

**[Eco. 246-1 Economics of Labor (DWC)**  
4 sem. hrs. Not offered in 1998-99.] Prereq.: Eco. 100 and 101.

An analysis of labor markets. Topics include trends in employment, wage determination and productivity, and collective bargaining. Emphasis is given to the role of women in the labor market and to the role of public policy in improving equity and efficiency in American labor markets. Staff.

**Eco. 247-2 Environmental Economics**  
4 sem. hrs. Prereq.: Eco. 100, 101, or consent of the instructor.

Analysis of environmental problems and policies, with emphasis on the difficulties of measuring environmental costs and benefits. Pricing incentives vs. direct control approaches to regulating water pollution, air pollution, atmospheric change and acid rain, and the disposal of solid and hazardous wastes. Sawtelle.

**Eco. 350-1, 2 Independent Study**  
4 or 8 sem. hrs. Prereq.: Consent of the department. Staff.

**Eco. 360-1, 2 Directed Study: Readings and Research**  
4 sem. hrs. Prereq.: Consent of the department. Staff.

**Eco. 370-1, 2 Internship Program**  
8 or 16 sem. hrs. Prereq.: Consent of the department.

This program is designed to provide the student with a supervised research experience, usually away from the

College. As a complement to formal classroom instruction, the internship is seen as facilitating the transition between theory and practice. Internship sites include private and public institutions and agencies in the Greater Boston area; only under exceptional circumstances and with permission of the department may internships occur outside of Greater Boston or occur during the summer. Placements are determined by the academic background and interests of individual students. Normally, the student will have completed all other requirements for the major prior to an internship. Basch.

**[Eco. 390-1 Special Topics in Economics**  
4 sem. hrs. Not offered in 1998-99.] Prereq.: Eco. 200, 201, and Mth. 118 or consent of the instructor.

An intensive study in a particular area of economics using advanced analytical techniques. This course is intended for juniors and seniors concentrating in economics. Class sessions usually take a seminar format. The topic varies from year to year. Possible topics include tax policy, environmental policy, the economics of health, feminist economics or income distribution. Staff.

**Eco. 393-1 Econometrics**  
4 sem. hrs. Prereq.: Eco. 200 and Mth. 118 or consent of the instructor.

An introduction to the quantitative measurement and analysis of actual economic phenomena using the technique of regression analysis. Regression analysis can be used to describe economic relationships, to test hypotheses about economic relationships, or to forecast future economic activity. Students construct and test their own econometric models. Students also learn to use a computer statistical package. Kenyon.



# Department of Education and Human Services

**Chair:**

**Professor:** Dunn\*\*\*

**Associate Professor:** Chaet, Ward

**Assistant Professors:** Abraham, Ameer, Blume, Brunnick, Guttentag, Hurd, Senatore, Taylor

**Instructors:** Chumley, Sullivan

**Director of MAT Program:** Johnson

**Director of MATESL Program:** Abraham

**Director of M.S.Ed. Programs in Special Education:** Fleming

**Adjunct Assistant Professors:** Cunnion, Rocci

**Practicum Coordinators:** Evans, Tierney

**Special Instructors:** Ainsleigh, Bettencourt, Cahill, Cameron, Carifio, Cauchon, Chandler, Cohen-Almedia, Colvario, Craig, Cummings, Davey, Davidson, DiNapoli, Evans-Luiselli, Ford, Goldberg, Goranson, Gordon, Gould, Grey-Bennett, Greene, Guaranson, Hamel, Hardin, Hillyer, Kelly, Langer, Leger-Hornby, Long, MacDonald, Martin, McKenna, Metzger, Mickelson, Mikulecky, Nathanson, Oldenburg, Perez, Plati, Pugliese, Riley, Rooney, Rynning, Scotto, Seyffert, Sherman, Shwedel, Sugarman, Van Deusen, Waddell, Weiss, Whittredge, Zalk, Zifcak

**Assistant to the Director:** Jones

**Assistant to the Director, SPED:** Dearborn

**Coordinator:** Sustrova

**Publications Assistant, SPED:** Boryczka

**Staff Assistants:** Cichon, Clark, Guarnieri, Reed-Logvin

\*\*\*On sabbatical leave entire year 1998-99.

The Department of Education and Human Services offers two professional programs: 1) preparation for teaching in inclusive classes and classes for learners with special needs; and 2) preparation for work in human service agencies. The independent learning requirement is fulfilled by provisional practicum, Edu. 350, Edu. 388 or HSv. 370.

## Teacher Preparation Programs

The Simmons College teacher preparation program is committed to the belief that all children can learn. We prepare our teachers to respond to a variety of learning styles, to value diversity, and to encourage the inclusion of all learners in the inclusive classroom and the community. Graduates of the program have a strong background in the liberal arts and sciences, understand their role as teachers in a democratic society, and are ready to enter the profession as reflective, responsible individuals.

The program prepares teachers at the following levels:

- Early childhood teacher (grades preK-3)
- Elementary teacher (grades 1-6)
- Middle or high school teacher in subject matter fields (grades 5-9 or 9-12)
- Teacher of Spanish, French, or English as a second language (grades 5-12)
- Special needs (preK-9, 5-12), intensive special needs (preK-12).

The Teacher Preparation for the Inclusive Classroom Program complies with Massachusetts certification requirements and with those of the Interstate Certification Compact, with certification reciprocity in 28 states. Massachusetts requires teacher competency exams. Candidates seeking out-of-state certification may be required to take such exams. The department chairperson is available to discuss specific certification information. A provisional teaching certificate with advanced standing will be awarded upon recommendation to the Commonwealth of Massachusetts after completion of a baccalaureate with a concentration in one of the liberal arts and sciences and in education. The programs below comply with the requirements of the new provisional teaching certificate with advanced standing. The programs at the master's level comply with advanced provisional and standard teaching certification requirements. There are integrated bachelors and master's programs in most areas.

## Program Descriptions

Majors are required to complete the following sequence of courses:

- |            |  |
|------------|--|
| Stage I.   | Fundamentals of Education in the Inclusive Classroom (Common Core) |
| Stage II.  | Subject Matter Field(s)  |
| Stage III. | Professional Preparation   |

### Stage I. Fundamentals of Education in the Inclusive Classroom (Common Core)

The following courses are required for all general education and ESL majors:

- \*Edu. 156 Schools in an Era of Change, 4 sem. hrs.
- \*Edu. 360 Teaching Strategies in the Inclusive Classroom, 4 sem. hrs.

\*Includes field work.

**Stage II. Subject Matter Field(s)**

Courses are chosen from the arts and sciences appropriate to the student's specialization. Requirements for each level are described below. All students seeking certification must complete a major in the liberal arts or sciences as well as in education. Each student preparing to teach must demonstrate that she understands the impact of Western and non-Western civilizations on contemporary American culture. Each student should thus plan her liberal arts major, distribution requirements, and courses to fulfill particular subject matter requirements with her education adviser.

**Stage III. Professional Preparation**

The student chooses curriculum and methods courses, field work, and student teaching appropriate to her level and field of specialization as designated below.

**Early Childhood Teacher (preK-3)**

This program is designed for those who wish to be certified to teach or to be licensed by the Office for Children. In addition to the courses listed above as Stage I, Fundamentals of the Education in the Inclusive Classroom (Common Core), students are required to take subject matter courses and declare a liberal arts major in Stage II (below), and complete the education major in Stage III, Professional Preparation.

**Stage II. Subject Matter Field(s)**

The early childhood teacher must be broadly familiar with child development, learning theory, language acquisition, the arts, mathematics, science, social studies, health, and physical education. In order to comply with these requirements, students must plan their academic programs carefully with an adviser in the Department of Education and Human Services.

Distribution of courses in liberal arts and sciences, by advisement: Psy. 235 Developmental Psychology; one course in art or music, 4 sem. hrs.; one course in science, 4 sem. hrs.; one health-related course, 4 sem. hrs.; one course in American history, 4 sem. hrs.

**Stage III. Professional Preparation**

The recommended course sequence for Stage III is as follows:

- Psy. 335 Social and Emotional Development, 4 sem. hrs.
- \*Edu. 346 Learners with Special Needs, 4 sem. hrs. Sophomore or Junior year.
- \*Edu. 362 Methods and Materials in Early Childhood Education, 4 sem. hrs. (Previously listed as Edu. 138.)

Summer I following Junior year. Taken concurrently with Edu. 381.

- Edu. 381 Practicum in Early Childhood Pre-K, 4 sem. hrs. Summer I following Junior year. Taken concurrently with Edu. 362.
- Edu. 307 Prepracticum Seminar, no credit/no fee. Meets three times during the fall semester.

*Fall of Senior Year*

- \*Edu. 364 Methods of Teaching Early Childhood and Elementary Reading and Language Arts, 4 sem. hrs.
- \*Edu. 367 Curriculum and Methods of Teaching Mathematics at Early Childhood and Elementary Levels, 4 sem. hrs.

*Spring of Senior Year*

- Edu. 386 Practicum in Early Childhood K-3, 8-12 sem. hrs. This 14-week practicum is taken concurrently with Edu. 308.
- Edu. 308 Early Childhood and Elementary Seminar, 4 sem. hrs. Taken concurrently with Edu. 386.

*\*Includes field work.*

**Elementary Teacher (Grades 1-6)**

In addition to the sequence of courses in Stage I, Fundamentals of Education in the Inclusive Classroom (Common Core), students are also required to complete requirements in Stage II, Subject Matter Field(s), and Stage III, Professional Preparation, to complete the major in education and meet state regulations.

**Stage II. Subject Matter Field(s)**

Elementary teachers must demonstrate competence in all areas of the elementary school curriculum: reading, communication, mathematics, science, social studies, the arts, health, and physical education. Students must plan their course selections in Stage II with an adviser in the Department of Education and Human Services in order to comply with state regulations, and to meet all College requirements. The following courses are required:

- One course in literature, 4 sem. hrs.
- One course in science, 4 sem. hrs.
- One course in mathematics at the appropriate level or one course in which mathematics is applied, 4 sem. hrs.
- One course in American history, 4 sem. hrs.
- One course from among those listed under African American Studies or which deals with non-Western culture, 4 sem. hrs.



- One course in art or music, 4 sem. hrs.
- Ntr. 110, Ntr. 111, Ntr. 150, Psy. 245, or demonstrated competency in health issues, 4 sem. hrs.

It is strongly recommended that students take Eng. 366, Survey of Literature for Children and Young Adults (DWC).

### Stage III. Professional Preparation

The following courses are required:

- |           |  |
|-----------|--|
| Psy. 235  | Developmental Psychology, 4 sem. hrs.  |
| *Edu. 361 | Methods and Materials in Elementary Curriculum, 4 sem. hrs.  |
| *Edu. 364 | Methods of Teaching Early Childhood and Elementary Reading and Language Arts, 4 sem. hrs.                        |
| *Edu. 367 | Curriculum and Methods for Teaching Mathematics at the Early Childhood and Elementary School Levels, 4 sem. hrs. |
| Edu. 382  | Provisional Practicum: Elementary Education, 8-12 sem. hrs.  |
| Edu. 307  | Prepracticum Seminar, no credit/no fee. Meets three times during the fall senior semester.                       |
| Edu. 308  | Early Childhood and Elementary Seminar, 4 sem.hrs. Taken concurrently with Edu. 382.                             |

\*Includes field work.

### Middle School Teacher (Grades 5-9)

or

### High School Teacher (Grades 9-12) in Subject Matter Fields

or

### Teacher of Spanish, French, or English as a Second Language (Grades 5-12)

Students may prepare to teach at the middle school or high school level by having a double major in education and in a subject matter area taught in public schools. In addition to the sequence of courses in Stage I above, students are required to take the courses in Stages II, the Subject Matter Field, and in Stage III, Professional Preparation, listed below.

### Stage II. Subject Matter Field(s)

Special subject teachers at the high school and middle school levels must complete the requirements for a major in their subject matter fields. In some areas, additional/ specific courses are required by state regulations. Students must consult with an adviser in the Department of Education and Human Services while planning their academic major.

*Teacher of biology:* A major in biology is required. (Students concentrating in nutrition must do additional work in biology.)

*Teacher of chemistry:* A major in chemistry is required.

*Teacher of English:* A major in English is required, including a course in linguistics.

*Teacher of English as a second language:* A major in a modern foreign language or English is recommended, but other liberal arts majors are possible. However, competence in a foreign language at or above the intermediate level is required, as are the following courses for provisional certification with advanced standing: FL 310, Introduction to Linguistics and English Grammar, 4 sem. hrs.; Edu. 351, Pluralism and Language Use.

*Teacher of history:* A major in history is required, including a course in the origin and development of world cultures.

*Teacher of general sciences—middle school only (grades 5-9):* Thirty-six semester hours in the sciences and related mathematics are required. Students should plan their academic programs with an adviser in the Department of Education and Human Services in order to complete state regulations, College requirements, and a departmental major.

*Teacher of modern world language:* A major in a foreign language is required. Twenty semester hours must be above the intermediate level, and advanced composition and conversation, linguistics, and theories of first and second language acquisition must be included. Students must demonstrate fluency as determined by the Department of Modern Languages and Literatures before student teaching. In addition, Massachusetts certification requires a demonstration of proficiency at or above the advanced level according to ACTFL/ILR guidelines.

*Teacher of mathematics:* A major in mathematics is required including a course in number theory.

*Teacher of social studies:* A major in history, political science, economics, international relations, or sociology is required. The following courses must be taken, either as part of the chosen major or in addition to it:

- |   |   |
|---|---|
| Two American history courses, 4 sem. hrs. each. |   |
| His. 100  | History of Civilization I, 4 sem. hrs.              |
| PolS. 101                                       | Introduction to American Politics, 4 sem. hrs.      |
| PolS. 102                                       | Introduction to International Politics, 4 sem. hrs. |

or other demonstration of competency in geography.

- Eco. 100 Principles of Microeconomics, 4 sem. hrs.  
 or Eco. 101 Principles of Macroeconomics, 4 sem. hrs.  
 Soc. 101 Principles of Sociology, 4 sem. hrs.  
 Soc. 102 Cultural Anthropology, 4 sem. hrs.  
 PolS. 215 The Politics of Race and Ethnicity  
 or Soc. 249 Inequality: Race, Class, and Gender in  
 Comparative Settings  
 or Eco. 214 Women and International Development  
 or an African American history course, 4 sem. hrs.

### Stage III. Professional Preparation

The following courses are required:

- Psy. 236 Psychology of Adolescence, 4 sem. hrs.

#### Fall of Senior Year

- Edu. 309 Prepracticum Seminar: Middle and High  
 School, no credit/no fee. Meets three  
 times during the fall senior semester.  
 \*Edu. 355 Issues in Teaching and Learning for  
 Middle and High School Teachers,  
 4 sem. hrs.

*\*One course in curriculum and methods of teaching  
 a specific subject area in middle and high schools,  
 4 sem. hrs.*

#### Spring of Senior Year

- Edu. 310 Middle and High School Seminar,  
 4 sem. hrs. Taken concurrently with  
 Edu. 383, Edu. 384, and Edu. 385  
 Edu. 383 Provisional Practicum: Middle School,  
 8-12 sem. hrs.  
 or Edu. 384 Provisional Practicum: High School,  
 8-12 sem. hrs.  
 or Edu. 385 Provisional Practicum: Grades 5-12,  
 French, Spanish, or ESL, 8-16 sem. hrs.

*\*Includes field work.*

### Programs in Special Education

The certification in Massachusetts is for special needs (preK-9 or 5-12) and intensive special needs (preK-12). Students interested in preparing for the Inclusion Specialist Program (which provides certification in both special needs and intensive special needs) should see the Director of Graduate Programs in Special Education for further information. In accordance with state requirements, the Simmons programs in special education are competency based. For this reason, transfer credit for course work completed at other institutions will not be granted automatically. A student's competence in course work completed elsewhere will be evaluated by the Simmons departmental faculty. Students who choose this program must have a major in the liberal arts or sciences.

### Special Needs (preK-9, 5-12)

This major prepares teachers in inclusive education for learners with special needs, placing emphasis on collaborative consultation, general education classroom accommodations, curriculum strategies, and family involvement. The program responds to today's critical need to train personnel in public and private schools, and residential programs to teach learners with special needs and to implement a philosophy of inclusion in all settings. The usual sequence of courses is as follows:

#### Freshman and Sophomore Years

- Psy. 101 Introduction to Psychology, 4 sem. hrs.  
 Psy. 235 Developmental Psychology, 4 sem. hrs.  
 \*Edu. 346 Learners with Special Needs, 4 sem. hrs.

#### Junior Year

- \*Edu. 343 Issues in the Education of Learners with  
 Special Needs (DWC), 4 sem. hrs.  
 \*Edu. 302 Strategies for Teaching Learners with  
 Special Needs II: Math and Science,  
 preK-9, 4 sem. hrs.  
 or \*Edu. 304 Strategies for Teaching Learners with  
 Special Needs: Math and Science, 5-12,  
 4 sem. hrs.

#### Senior Year

- Edu. 311 Prepracticum Seminar, no fee/no  
 credit. Meets weekly with graduate  
 special needs seminars fall of senior year.  
 \*Edu. 301 Strategies for Teaching Learners with  
 Special Needs I: Reading and Language  
 Arts and Social Studies, preK-9,  
 4 sem. hrs.  
 or \*Edu. 303 Strategies for Teaching Learners with  
 Special Needs: English and Social  
 Studies, 5-12, 4 sem. hrs.  
 \*Edu. 336 Formal and Informal Assessment,  
 4 sem. hrs.  
 \*Edu. 341 Classroom Management for Learners  
 with Special Needs in Inclusive Settings,  
 4 sem. hrs.  
 Edu. 338 Provisional Practicum: Special Needs,  
 preK-9, 12-16 sem. hrs. Year-long  
 seminar.  
 or Edu. 339 Provisional Practicum: Special Needs,  
 5-12, 12-16 sem. hrs. Year-long  
 seminar.  
 \*Includes field work.



Students completing the major in special needs at the undergraduate level will be eligible for Massachusetts Board of Education provisional with advanced standing certification as Teacher of Children with Special Needs preK-9 or 5-12.

### Intensive Special Needs (preK-12)

The intensive special needs major (preK-12) prepares teachers to work with learners with severe or intensive special needs. Students are prepared to teach in inclusive general education classrooms, in self-contained special education classes in general public schools or in special residential or day schools, and to support the inclusion of students with special needs into the community, school, and workplace. Students are prepared to teach age-appropriate skills to learners in pre-school, elementary, middle, and high school settings and will have field experience at all three levels. These skills range from communication, self-help, and social behavior to survival reading, simple computation, and specific job skills. The usual sequence of courses is as follows:

#### Freshman and Sophomore Years

- Psy. 101 Introduction to Psychology, 4 sem. hrs.
- Psy. 235 Developmental Psychology, 4 sem. hrs.
- \*Edu. 346 Learners with Special Needs, 4 sem. hrs.

#### Junior Year

- \*Edu. 342 Analysis of Behavior: Principles of Classroom Application, 4 sem. hrs.
- \*Edu. 343 Issues in the Education of Learners with Special Needs (DWC), 4 sem. hrs.
- \*Edu. 347 Curriculum Development for Learners with Intensive Special Needs, 4 sem. hrs.

#### Senior Year

- \*Edu. 301 Strategies for Teaching Learners with Special Needs: Reading and Language Arts and Social Studies (preK-9), 4 sem. hrs.
- Edu. 311 Provisional Practicum, no fee/no credit. Meets weekly with graduate intensive special needs seminars, fall semester.
- \*Edu. 348 Analysis of Community Resources and Development of the Trainer Advocate Role, 4 sem. hrs.
- Edu. 368 Provisional Practicum: Intensive Special Needs, preK-12, 4-12 sem. hrs.

*\*Includes field work.*

Students who major in intensive special needs at the undergraduate level will be eligible for Massachusetts Board of Education provisional with

advanced standing certification as Teacher of Children with Intensive Special Needs, all levels.

### Integrated Bachelors-Masters Program (Kathleen Dunn Scholars)

This five-year program is planned for students who wish to take more liberal arts and science electives in addition to their liberal arts and science majors, for those students who decide late in their undergraduate program that they want to teach.

The fifth year of the program is a full year internship in a public school. The independent study (8 sem. hrs.) requirement must be completed in the liberal arts and science major during the fourth year of the program. Programs are individually arranged to meet student's specific needs. Students must make formal application to the MAT, MATESL, or M.S. Ed. programs in the first semester of their junior year. The two degrees will be awarded sequentially or concurrently, depending on the student's course of study. Students in the integrated program will normally receive standard certification. Prerequisites include the required psychology courses and at least three education courses with field work at the level of certification which is being sought.

**Requirements.** Completion of a minimum of 36 semester hours beyond the 128 needed for the B.A. or B.S. for standard certification for the MAT, MATESL, or M.S.Ed. degrees. The department chair will explain all options for the integrated degrees. Students in this program are known as Kathleen Dunn Scholars.

### Minor in Education and Human Services

For information, please see department chairperson.

### Graduate Programs in Education

For information about the MAT program, the MATESL program, and the M.S. Ed. special education programs, see pages 167-9. For information about the school library media specialist program, please consult the catalog for the Graduate School of Library and Information Science.

### Human Services Program

This program is designed for students who wish to work in either public or private human service organizations. It consists of core requirements, electives to be planned with the adviser, and an internship in the senior year. A total of 44 semester hours is required.

**I. Core requirements:**

- HSv. 130 Introduction to Human Services, 4 sem. hrs.
- Edu. 135 Handicapping Conditions: Needs, Laws, and Rights, 4 sem. hrs.
- HSv. 137 Growth and Change in Individuals and Families, 4 sem. hrs.
- His. 219 History of the Family, 4 sem. hrs.
- or Soc. 230 Family and Society, 4 sem. hrs.
- HSv. 212 Human Service Advocacy, 4 sem. hrs.
- HSv. 231 The Family, Public Policy, and Social Agencies, 4 sem. hrs.
- HSv. 235 Communication and Intervention Skills in the Helping Professions, 4 sem. hrs.

**II. Program electives:**

In consultation with her adviser, a student will design a specific program including at least two additional electives that reflect her particular interests. One elective must be in African American Studies or another minority culture. Students are encouraged to choose electives from psychology, sociology, economics, or political science.

**III. Internship:**

- HSv. 370 Internship in Human Services, 8 sem. hrs.

## **Sociology-Human Services Double Major**

The double major in sociology and human services is designed to combine the study of social behavior and society with the study of social service issues related to the delivery of human services in contemporary society. See page 153 for further information.

## **Courses in General Education**

### **Edu. 108-1 Issues in Preschool Education 4 sem. hrs.**

A comprehensive view of day-care designed to develop an understanding of various day-care programs and child-care arrangements. Critical evaluation of existing programs for young children in regard to philosophy, facilities, teaching styles, and program management, as well as topics such as the role of play in the area of early childhood education. Site visits required. Hurd.

### **Edu. 135-1, 2 Handicapping Conditions: Needs, Laws, and Rights 4 sem. hrs.**

[See course description in Human Services programs.]

### **Edu. 156-1, 2 Schools in an Era of Change 4 sem. hrs.**

An examination of schools today as they serve a heterogeneous population of multiracial, multicultural, bilingual, and special needs learners. Topics include the philosophy and history of education; the impact of computer technology; and the school as a social organization and an agent of change in society. Computer use and field work are required. Hurd.

### **Edu. 307-1 Prepracticum Seminar: Early Childhood and Elementary Noncredit.**

Students meet three times during the fall semester prior to their spring practicum. Prepracticum portfolios are presented, competencies and requirements for the practicum are reviewed, and students meet with their practicum supervisors at the final seminar session. Guttentag.

### **Edu. 308-2 Seminar in Teaching and Learning at the Early Childhood and Elementary Level 4 sem. hrs.**

Students apply theoretical knowledge of pedagogy and developmental learning to develop lesson plans, integrated curriculum units, and intervention plans for individual learners needing academic or behavioral modifications. Issues of classroom management, communication with parents, assessment, and legal and ethical issues are addressed. Professional portfolios are reviewed and shared. This course is taken in conjunction with the student's spring practicum.

### **Edu. 309-1 Prepracticum Seminar: Middle and High School Noncredit.**

Students meet three times during the fall semester prior to their spring practicum. Prepracticum portfolios are presented, competencies and requirements for the practicum are reviewed, and students meet with their practicum supervisors at the final seminar session.

### **Edu. 310-2 Seminar in Teaching and Learning at the Middle and High School Level 4 sem. hrs.**

Students apply theoretical knowledge of pedagogy and developmental learning to develop lesson plans, integrated curriculum units, and consider models of effective classroom management. Focus is on ways to use



appropriate assessment procedures and to adapt curriculum to provide for individual differences. Issues of effective parent communication, legal and ethical issues, and professional portfolio development are also addressed. This course is taken in conjunction with the student's spring practicum.

### **Edu. 316-I Sexism, Racism, and Problems of Multi-Ethnicity in the Schools**

4 sem. hrs.

Exploration of existing conditions in school that encourage stereotyping in regard to sex, class, ethnicity, and race. Study of curricula, print materials, counseling, professional activities, personnel practices, and community expectations. Survey of the literature, court decisions, and legislation in these areas.

### **Edu. 324 Educational Technology and Software**

4 sem. hrs.

Students learn to evaluate educational software and, as prospective teachers, to adapt their use of programs to the developmental stages and learning styles of students across grade levels. Students will explore ways in which computer technology can provide new avenues of learning for students in heterogeneous classrooms. They will write programs in LOGO and in Hyperstudio and experiment with software programs which provide alternative modes of assessment, including portfolio development. They will complete some assignments by e-mail, design a multimedia presentation for existing curriculum, and write a unit making use of technology or a position paper analyzing a specific issue related to technology. Leger-Hornby.

### **Edu. 325 Theory and Practice of Early Childhood**

4 sem. hrs.

Froebel's kindergarten was a setting where children were treated according to their natures—a flower in the garden. Through time kindergartens and other early childhood programs have been perceived as bridges between home and school, as a way to eradicate poverty, as a tool to socialize young children, and as a pre-academic training ground. Today's early childhood and kindergarten programs are expected to mesh children's previous experiences to achieve school readiness. Using the theoretical foundations of Froebel, Montessori, Patty Smith Hill, Lucy Sprague Mitchell, Piaget and research-based studies, this course will examine today's early childhood programs and kindergartens. An early childhood developmental framework will provide the foundation for the exploration of topics such as play,

emerging literacy, cultural and linguistic diversity and school readiness.

### **Edu. 349-I, 2 Individual Study**

4 sem. hrs.

By arrangement with individual members of the department.

### **Edu. 350-I, 2 Independent Study**

4 sem. hrs.

By arrangement with individual members of the department.

### **Edu. 351-I, 2 Bilingualism and Language Variation in Multicultural Settings**

4 sem. hrs.

Students examine language policy and minority language rights in the U.S. Both linguistic and political issues specifically affecting bilingual education will be addressed. Students then investigate the effects of gender, race, and culture on language use among subgroups within our society. Finally, the course focuses on teaching in a multicultural context by presenting theoretical and practical guidelines for teaching in a pluralistic society. This process includes the meaningful involvement of parents in their children's education and demonstration of respect for their cultural and linguistic background. Special attention is given to appropriateness of assessment procedures in light of linguistic and cultural diversity. Chumley.

### **Edu. 355-I Issues in Teaching and Learning for Middle and High School Teachers**

4 sem. hrs. Prereq.: Stage I and taken concurrently with subject area methods course.

Consideration of professional issues for teachers and students at the middle and high school levels is the focus of this course. The current status of school reform efforts, of the multicultural debate and other issues of race, gender and sexual orientation are studied. The effect of the culture of the school is examined as well as the influence of television as a medium of education. Ameer, Chaet, Rocci.

### **Edu. 360 Teaching Strategies for the Inclusive Classroom**

4 sem. hrs. Prereq.: Edu. 156 and consent of the instructor.

Students examine a variety of teaching strategies applicable to students in heterogeneous classrooms; tech-

niques to individualize instruction and promote mastery learning; development of cooperative learning strategies; consideration of specific classroom and behavior management procedures. Field work required. Chaet, Johnson, Senatore.

### **Edu. 361-2 Methods and Materials in Elementary Curriculum**

**4 sem. hrs. Prereq.: Stage I.**

This course considers methods and materials for elementary curriculum in social studies, science, music, and art, with emphasis on the unit approach to curriculum organization. It will incorporate the use of audiovisual materials, and examine the experimental model and techniques of observation. Field experience required in an inclusive classroom or a museum setting. Sugarman.

### **Edu. 362 -2 Methods and Materials in Early Childhood Education**

**4 sem. hrs. Prereq.: Stage I courses; two courses in child development.**

A thorough exploration of the subject matter of early childhood programming (birth-8), with a focus on the importance of preparing materials and learning techniques to advance the physical, emotional, and cognitive development of young children. Emphasis is on adapting materials and methods to the needs of each child, including those with special needs. Topics to be explored include room arrangement and adaptations, equipment uses, sensory and creative experiences, dramatic play, and major curriculum areas. Participation in special workshops and field placement are required. Hurd.

### **Edu. 364-I Methods of Teaching Early Childhood and Elementary Reading and Language Arts**

**4 sem. hrs. Prereq.: Stage I.**

Procedures for assessment and instruction in the specific components of reading: readiness skills, decoding strategies, oral reading, and comprehension skills. Grouped and individualized classroom teaching formats will be examined. Evaluation of standardized reading tests and commercial teaching materials. Also includes procedures for teaching children appreciation of, and a critical approach to, literature, poetry, and creative expression. Strategies for modifying curriculum for special needs learners. Two mornings a week field work required if taken concurrently with Edu. 367. Goldberg, Guttentag, Scotto.

### **Edu. 367-I Curriculum and Methods of Teaching Mathematics at the Early Childhood and Elementary School Level**

**4 sem. hrs. Prereq.: Stage I.**

Consideration of the basic topics of elementary mathematics from contemporary viewpoints. Through lectures and laboratory work, the course reinforces mathematics learning. Examination of varying pupil responses and techniques of instruction. Experience in construction of curriculum units. Field experience in an inclusive classroom required for implementation of basic skills competency. Davidson, Hamel.

### **Edu. 371-I Curriculum and Methods of Teaching English at the Middle or High School Level**

**4 sem. hrs. Prereq.: Stage I and taken concurrently with Edu. 355.**

Consideration of issues in the teaching of English on the high school and middle school levels. Selection and justification of content, models of curriculum design, lesson and unit planning, history and structure of English language, and language acquisition theories as applied to teaching. Observing and aiding experiences in inclusive English classrooms at the middle or high school level will be an important part of the course. Metzger, Colvario.

### **Edu. 372-I Curriculum and Methods of Teaching Modern Foreign Languages at the High School or Middle School Level**

**4 sem. hrs. Prereq.: Course in advanced composition or stylistics, Stage I, and taken concurrently with Edu. 355.**

Consideration of major pedagogical issues in teaching a modern foreign language with specific attention to theories of language acquisition; the development of listening, speaking, reading and writing skills; selection and justification of content; models of curricular design; and construction of lesson plans and units. Observing and aiding experiences in inclusive language classrooms will be an important part of the course.

### **Edu. 374-I Curriculum and Methods of Teaching History and the Social Sciences at the High School or Middle School Level**

**4 sem. hrs. Prereq.: Stage I and taken concurrently with Edu. 355.**

Consideration of major pedagogical issues in teaching history and the social sciences (economics, government, psychology, and sociology), with specific attention to selection and justification of content, models of



curriculum design, modes of inquiry, and construction of lesson plans and units. Observing and aiding experiences in mainstreamed social studies classrooms in a middle school or high school class will be an important part of the course. Chaet.

### **Edu. 376-1 Curriculum and Methods of Teaching Sciences at the High School or Middle School Level**

**4 sem. hrs. Prereq.:** Stage I and taken concurrently with Edu. 355.

An introduction to middle and high school science teaching: its specific problems, instructional materials, and teaching techniques. An important component of the course will be observing and aiding inclusive science classes in the schools. Cauchon, Plati.

### **Edu. 378-1 Curriculum and Methods of Teaching Mathematics at the High School or Middle School Level**

**4 sem. hrs. Prereq.:** Stage I and taken concurrently with Edu. 355.

Contemporary issues and problems in the teaching of mathematics on the middle and high school levels. Exploration of various curriculum projects and materials, their origins, rationales, and uses. Emphasis on the role of the teacher as a generator of knowledge and curriculum, as well as the formulator of instruction. Field experience in a mainstreamed classroom at the middle or high school level will be an important part of the course. Sherman.

### **Edu. 379-1, 2 Teaching English as a Second Language Methodology and Curriculum Development**

**4 sem. hrs.**

This course provides a strong base for preparing students to teach English as a second language. The course offers a brief overview of the history of second language teaching, various methodologies, approaches, and techniques and their underlying theories and assumptions. The course also examines specific classroom techniques; reading and writing processes and instruction; and assessment and testing. Students apply their new knowledge to lesson planning, syllabus design and curriculum development. Mikulecky.

### **Edu. 401-1, 2 Seminar in Teaching and Learning at the Elementary Level**

**4 sem. hrs.**

Students learn to develop integrated curriculum units, exploring different models of curriculum design, les-

son plans, and interdisciplinary teaching; to modify curriculum, accommodating different developmental levels and learning styles; to address issues of classroom management and parent communication; and to develop appropriate assessment and evaluation procedures, measuring students progress. A practicum placement is required with this course. Cunnion, Davidson, Hamel, Johnson.

### **Edu. 402-1, 2 Seminar in Teaching and Learning at the Middle and High School Levels**

**4 sem. hrs.**

Students analyze the structure and organization of middle and high schools and consider models of effective classroom management. Various models and paradigms of classroom discipline are considered. Extensive use is made of case studies and role-play exercises. Many of the cases are from the students internship experiences. The class also considers methods of individualizing pedagogy, of planning and implementing curricula, of assessing student performance and of making best use of the several non-classroom school relationships parents, colleagues, community organizations, administrators. A practicum placement is required with this course. Rocci.

### **Edu. 403-2 Advanced Seminar: Integrated Curriculum at the Elementary Level**

**4 sem. hrs.**

Particular attention is paid to the following: science and social studies curriculum and strategies; computer and media applications to classroom instruction; strategies for creating inclusive classrooms and curriculum; application of research in the classroom; implementation of individualized intervention programs with one student in their classroom; issues in multicultural education, as well as legal and health concerns. Students implement and complete a classroom-based research project as part of the requirements for this course. Taken concurrently with Edu. 483. Cunnion, Davidson, Hamel.

### **Edu. 404-2 Advanced Seminar: Integrated Curriculum and Teaming in Middle Schools**

**4 sem. hrs.**

Particular attention is paid to creating teaching teams and interdisciplinary curriculum in middle schools and to developing learning climates and assessment tools which are especially appropriate for students between the ages of ten and fourteen. Students implement and complete a curriculum research project as part of the

requirements for this course. Taken concurrently with Edu. 485. Rocci.

### **Edu. 405-2 Advanced Seminar: Seminar in Teaching and Learning at the High School Level**

**4 sem. hrs.**

Particular attention is paid to advanced work in both curriculum design and classroom management. Each student completes a systematic analysis of a student in need of particular intervention. Using case studies and role-play exercises, the class considers the most effective means for new teachers to be integrated into their school settings. Students will also spend a significant part of their work in this course on learning how to make best use of research within their own classrooms. The seminar also considers such professional issues as job search and placement, relationships with veteran teachers and with administrators, and participation in union and professional organizations.

### **Edu. 415-1 Building Fair and Effective Classroom Communities**

**4 sem. hrs.**

This course will explore two major themes in Education today: 1) the teacher's role as a builder of effective relationships within the school community and 2) the teacher as a creator of a gender-fair classroom. Teachers build critical relationships within their classrooms, as well as in the greater school community. The role of effective relationships is the cornerstone of our growth and development as professionals with colleagues, students, principals and parents. In this course, group theory, team building and Jean Baker Miller's Relational Theory will be examined. Teacher-student relationships will be studied with a focus on creating a gender-fair classroom. The emphasis will be on the in-depth examination of instructional practices. Kelly, Whittredge.

### **Edu. 416 Dimensions of Learning**

**4 sem. hrs.**

In this course, participants will become familiar with a model of student learning based on cognitive psychology. This model will provide one framework for understanding how students' minds operate during the learning process. The five dimensions of learning to be considered include the following: attitudes and perceptions, acquiring and integrating knowledge, extending and refining knowledge, engaging in complex tasks, and developing the habits of mind of an expert learner. Participants will explore this model as it applies to their classroom situations.

### **Edu. 418-2 Understanding Curriculum**

**4 sem. hrs.**

This course will allow participants to develop a philosophy of curriculum that builds on personal beliefs and the current research in the field; explore teaching and learning theory; learn and utilize Gardner's Multiple Intelligences theory; review curriculum documents and materials as well as instructional strategies; learn and utilize authentic assessment practices; develop a multi-disciplinary, thematic curriculum document for one's own classroom; evaluate and put into practice what is studied and discussed in class. Goldberg.

### **Edu. 419 Children and Television**

**4 sem. hrs.**

This course will examine the relationships between television and the development of children and adolescents. It will explore the distinct attributes of this medium and how these influence children's and adolescents' learning and socialization. This course considers the theories that influence the studies of the medium. This includes the examination of the formal features and the content that are used to create the televised message and the interactive effects of these elements with the viewers stage of development. This interaction creates the context in which the meaning is derived by the viewer. The course will also address the history of television effects research and how these studies influence public policy. Students will research the range of programs available to children and adolescents of public, commercial, cable, instructional television and video. Perez.

### **Edu. 420-1 Reading and Writing Across the Curriculum in the Middle School**

**4 sem. hrs.**

The curriculum in the middle school requires reading of complex text, often text that contains new information, and/or presents context in unfamiliar structures. Understanding this material is a strong challenge for many in these grades whose prior instruction has emphasized fiction and utilized relatively simple formats in presenting new material. This course will focus on understanding the issues in reading comprehension and learning a wide range of strategies for understanding text in the content areas. Emphasis will be on readings used in social studies, science and English. Instructional practices that demonstrate the value of writing as a tool for learning will be examined. Attention will be given to assessment techniques that contribute to planning effective instruction and monitoring progress. Experiences in working with these strategies will be part of the course. The outcome of this course will be knowledge of specific techniques



along with an understanding of why and when to use them. Course needed under new certification regulations. Gordon.

### **Edu. 421-01,2 Integrating Multiple Intelligences**

4 sem. hrs.

This course will explore current research in multiple intelligences and practical applications for the classroom. Howard Gardner's research "pluralized" the notion of intelligence and demonstrated that intelligence goes beyond linguistic and mathematical competencies. Educators must recognize and nurture all the varied human intelligences in their students in order to foster the development of a more competent, cooperative world community. In this course, students will examine Gardner's theory in depth and focus on creating a multiple intelligence classroom. DiNapoli, Greene.

### **Edu. 423 Facing History and Ourselves**

4 sem. hrs.

Facing History uses the methods of the humanities—inquiry, analysis, and interpretation—to promote the knowledge, values, and skills needed to preserve and protect democracy. The interdisciplinary approach begins with issues of identity, moves to a consideration of history and judgment, and ends with examples of positive participation. This week-long intensive experience for pre-service teachers will provide the skills and information today's teachers need to confront the moral questions raised by students and embedded in history and literature. Through a rigorous examination of the events that led to the Holocaust, students come to understand that few events in history are inevitable. Most are the result of choices made by countless individuals and groups. Even the smallest of those decisions may have profound consequences that affect generations to come. Chaet.

### **Edu. 426 Integrating the Arts in Middle and Secondary School Classes**

4 sem. hrs.

This course is designed to help middle and high school teachers to integrate the arts and the creative process in their teaching in their own discipline and to develop interdisciplinary curricula and methods. Teachers will study various roles of the arts in society and the various roles of the arts in the learning process. The focus of the course is the integration of the arts and artistic ways of thinking and teaching rather than just exposing students to the arts. Teachers will read theory that explains in concrete terms what students are learning when they are engaged with the arts. Rooney.

### **Edu. 430 Cultural Theory and Multicultural Practice**

4 sem. hrs.

This course examines theoretical frameworks used to explore culture and then uses these theories to examine current debates on national identities and multicultural education in an international context. We will discuss how cultures incorporate, marginalize, and exclude people; how they describe and construct those who do not fit; how the others perceive themselves; and how contact with these others potentially transforms the culture. Students will have a small-group project in which they study interactions between members of different cultures and an individual seminar project on a culture other than their own. (Also listed as Frn. 430, GCS 430, and Spn. 430.) Gorman.

### **Edu. 434 Institutional Evaluation and Accountability**

4 sem. hrs.

Students will gain an understanding of the fundamental issues and complexities confronting the range of accountability systems that public schools use to assess their effectiveness and to plan school improvement efforts. Learning activities include case studies, debates, a mock accreditation hearing and field-based study. Gray-Bennett.

### **Edu. 440 Educational Telecommunications and Technologies**

4 sem. hrs.

This course focuses on the methodology and uses of new and emerging technologies. Students will use and become proficient with telecommunication technology through the Internet and with tools such as e-mail, Telnet, Gopher, Listserv, Lynx and World Wide Web. All participants will design and implement a teaching unit (project) that utilizes the resources of the Internet. In addition to using telecommunication technology, students will also learn to use multimedia technology appropriate to their classrooms. Instruction will be given in classroom settings as well as through the Simmons Internet network. Dunn.

### **Edu. 444 Research and Evaluation in Schools**

4 sem. hrs.

This course offers an introduction to research methods in education and to tools for evaluation and assessment. Students are introduced to basic quantitative research for their own use as well as for the ability to interpret research conducted by others. They are introduced to methods of assessment and evaluation to

include both initial diagnostic assessment and formal and informal classroom evaluation and are shown how to conduct qualitative/ethnographic research and taught the skills necessary for accurate classroom observation. To practice these skills, each student will frame one question and outline a research project which he/she will refine during a specific methods course and which research will be carried out during the clinical experience. Abraham, Mickelson, Oldenburg.

**Edu. 445 Educational Psychology**  
4 sem. hrs.

A study of the implications of psychology for teaching children and adolescents. Special emphasis is placed on cognitive, social, emotional development. Other topics covered are learning styles, motivation, assessment, and evaluation. Readings in basic text books with additional readings in original source materials. Individual presentation. Papers emphasize integration of students' educational experiences, theory and practice. Cunnion, Shwedel.

**Edu. 449-I, 2 Individual Study**  
2-4 sem. hrs.

For graduate students only, by arrangement with individual members of the department.

**Edu. 450-I, 2 Independent Study**  
2-4 sem. hrs.

For graduate students only, by arrangement with individual members of the department.

**Edu. 451-2 Advanced Seminar in TESL Methods and Curriculum**  
4 sem. hrs.

In this seminar, students consider their teaching practice in light of their beliefs about language and learning; the components of macro-level planning; the evaluation and development of teaching materials, formal and informed assessment, and the use of technology. Other class-generated topics will be addressed in student-led discussions. As the final course product, students create, teach and evaluate a content-based unit. Abraham.

**Edu. 457-I, 2 Cultural Foundations of Education**  
4 sem. hrs.

The course studies the purposes and effects of education in American public schools by means of analysis of historical and contemporary sources. Students will

review writing of significant contributors to the Western educational tradition such as Plato, Locke, Wollstonecraft, Dewey, DuBois and Hutchins. The issues of what is to be taught, who is to teach, and to whom is the material to be taught are considered as they developed in our tradition. There are weekly reading and writing assignments designed to have students focus on particular aspects of each of these issues. Ameer.

**Courses in Special Education**

**Edu. 301-I Strategies for Teaching Learners with Special Needs I: Reading and Language Arts and Social Studies, preK-9**  
4 sem. hrs.

This course focuses on identifying and developing appropriate strategies for meeting the needs of diverse learners in reading, language arts, and social studies from nursery level to grade nine. It provides a bridge between the principles of inclusion and their educational implementation by exploring and applying instructional strategies and curricular adaptations that are most effective in the general education setting. Among the topics to be covered are decoding and basic literacy skills. Field work required. Brunnick, Sullivan.

**Edu. 302-2 Strategies for Teaching Learners with Special Needs II: Math and Science, preK-9**  
4 sem. hrs.

This course focuses on developing curricula and alternative instructional strategies for mathematical and scientific thinking, computation, and problem-solving processes to help meet the special needs of diverse learners in inclusive settings from nursery level to grade nine. Field work required. Cahill.

**Edu. 303-I Strategies for Teaching Learners with Special Needs: English and Social Studies, 5-12**  
4 sem. hrs.

This course focuses on identifying and developing appropriate strategies in reading and writing processes to meet the needs of diverse learners in English and social studies in grades 5-12. It provides a bridge between the principles of inclusion and their educational implementation by exploring and applying instructional strategies and curricular adaptation that are most effective in content area classrooms within the general education settings. Particular attention is paid to study skills, reading comprehension, and writing skills necessary for success in inclusive English and social studies classrooms. Field work required. Sullivan.



**Edu. 304-2 Strategies for Teaching Learners with Special Needs: Math and Science, 5-12**  
4 sem. hrs.

This course focuses on developing curricula and alternative instructional strategies for mathematical and scientific thinking, computation, and problem-solving processes to help meet the special needs of diverse learners in math and science classes in grades 5-12. Emphasis is on techniques that have been found to be most effective in inclusive classrooms within general education settings. Field work required. Cahill.

**Edu. 305 Auditory Discrimination in Depth: A Key to Developing Literacy for All Ages**  
4 sem. hrs.

The course provides training in advanced techniques for teaching reading with a focus on auditory discrimination and multisensory learning. The course will use published materials developed by Patricia and Charles Lindamood to identify individuals with poorly developed phonemic awareness, the Lindamood Auditory Conceptualization (LAC) Test; and their program to develop auditory conceptual function: the Auditory Discrimination in Depth (ADD) Program. Sullivan.

**Edu. 306-1 The Structure of Language for Teachers**  
4 sem. hrs.

This course will acquaint teachers with the structure of the language and with methods to teach reading and spelling effectively, through the use of multisensory and associative teaching techniques, to learners who fail to learn by more traditional classroom methods. The course will progress in a sequential, systematic, hierarchical order so that all of the phonemes (sounds), all of the graphemes (symbols to represent sounds), and all of the patterns of English are covered. Not only phonetics, but also morphological (rules for the addition of prefixes and suffixes) and syntactical (rules governing word order) structure will be included.

**Edu. 311-1 Prepracticum Seminar: Special Needs PreK-9; Special Needs 5-9; Intensive Special Needs PreK-12**  
Noncredit.

Students discuss and share their prepracticum portfolios, review competencies and requirements for provisional certification with advanced standing, and prepare for the practicum for the spring semester. Weekly seminar required.

**Edu. 312-1 Including Learners with Special Needs**  
4 sem. hrs.

Students explore issues in the inclusion of learners with special needs and the techniques, including cooperative learning, used to include special needs learners into regular educational settings. Students develop a collaborative plan describing how they will implement strategies for inclusion, team building, and school change in their schools. Site visit required. Fleming.

**Edu. 314 Classroom Methods of Manual Communication**  
4 sem. hrs.

Introduction to beginning level manual communication (signing and finger spelling) and other alternative and augmentative communication systems and strategies for learners with special needs. Emphasis will be on American Sign Language and will include other Manually Coded English systems such as SEE, See and PSE, as well as augmentative communication systems and strategies, related literature and related technology.

**Edu. 322-1, 2 Individualized Instruction: Using Computers to Include Learners with Special Needs**  
4 sem. hrs.

Service delivery providers are increasingly called upon to incorporate assistant microcomputer technology into their classrooms and into their students' individualized education plans. This course provides "real world" training and skill development in using the latest software, adaptive equipment, and "best practices." Participants make decisions with supportive guidance resulting in practical solutions that can be readily implemented in classrooms. Davey, Pugliese.

**Edu. 323 Designing Assistive Technology Interventions for Learners with Intensive Special Needs**  
4 sem. hrs.

Students will explore techniques and devices which assist individuals with intensive special needs in performing functional tasks and achieving increased independence. Emphasis is placed on the functional use of the technology by persons with special needs and the integration of assistive technology into the home, community, school, and workplace. Equal emphasis is placed on the custom design of a software activity or curricular adaptation using multimedia as the design vehicle. Tools will include, but are not limited to, digital camera, scanner, resource CDs, interactive

laserdisk, Internet, and hypermedia authoring. The transdisciplinary approach to service delivery is a main theme. Pugliese.

### **Edu. 336-2 Formal and Informal Assessment**

**4 sem. hrs.**

In a preparation setting, students observe, analyze, and interpret children's learning needs, utilizing formal and informal assessment devices in order to write, implement, and evaluate a valid individualized functional educational plan. Test instruments will be reviewed and current issues in assessment will be researched and discussed. Weekly fieldwork is required in an integrated setting. Brunnick.

### **Edu. 341-I, 2 Classroom Management for Learners with Special Needs in Inclusive Settings**

**4 sem. hrs.**

This course focuses on the basic principles and approaches for the effective management of behavior for learners with special needs. Emphasis is on preventive discipline, on classroom environments and techniques that have been found effective with learners with diverse needs and abilities, and on strategies for behavior management in multicultural settings. Seyffert.

### **Edu. 342-I Analysis of Behavior: Principles and Classroom Applications**

**4 sem. hrs.**

Introduction to behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Overview of procedures and practices that have been successful in schools, communities, and work settings. Field work required. Ainsleigh, Langer.

### **Edu. 343-I, 2 Issues in the Education of the Learner with Special Needs**

**4 sem. hrs.**

An examination of the historical, philosophical, legal, and ethical perspectives of educational services for learners with special needs. Exemplary programs, relevant current literature, development of an I.E.P., and case studies are reviewed. Field work required. Blume, Ford.

### **Edu. 346-I, 2 Learners with Special Needs**

**4 sem. hrs.**

This course provides an overview of major areas of special needs and an examination of issues unique to the delivery of service to children with special needs, including assessment strategies, equipment adaptation, materials, and parent/professional relations. A major focus is on language development and communication problems. Field work is required. Brunnick, Evans.

### **Edu. 347-2 Curriculum Development for Learners with Intensive Special Needs**

**4 sem. hrs.**

Development of curriculum and teaching/learning procedures to plan instructional programs in major life skills areas. Emphasis on analyzing functional tasks, developing individualized educational programs for implementation in general education classrooms and settings. Field work required. Ainsleigh, Rynning, Weiss.

### **Edu. 348-2 Analysis of Community Resources and Development of the Trainer Advocate Role**

**4 sem. hrs.**

An examination of the employment opportunities and support services available to citizens with special needs. Students will conduct job inventories in local industry and analyze the prerequisite skills in such areas as functional academics, language, hygiene, motor skills, interpersonal skills, transportation, and money management. Students will place and supervise learners in worksites. Field work required. Ainsleigh, Cohen-Almeida.

### **Edu. 352-2 Understanding the Brain and Brain Injury**

**4 sem. hrs.**

This course provides a comprehensive overview of the brain and brain injury from an educational and neurorehabilitation perspective. Content will include basic neuroanatomy, brain behavior relationships, and the impact of acquired brain injury on school-age learners. The course will prepare professionals to better understand the needs of children and adolescents with acquired brain injuries, how to develop and implement educational and neurorehabilitation programs for these students, and ways to help these students and their families in their ongoing recovery. Savage.



### **Edu. 353-I Technology for Language and Cognitive Development in Learners with Special Needs**

**1 sem. hr. Previous computer experience required.**

This mini-course is designed for special education school-based team members who serve students with developmental delays. Participants learn software selection strategies and examine an extensive collection gathered to create just the right supportive learning environment. Class time includes guidance for creating long range plans to address computer based needs for learners of developing skills. Handouts include prescriptive recommendations for both hardware and software through a continuum of language and cognitive development. Pugliese.

### **Edu. 354-I Multimedia in Special Education**

**2 sem. hrs. Previous computer experience required.**

This mini-course is designed for special education school-based team members who want to create electronic learning environments for their students and/or use multimedia technologies with learners in inclusive classrooms. Technologies include digital and video cameras, color scanners, the Internet, digital sound, resource CDs and HyperStudio. Curriculum includes ways to plan for multimedia project-based thematic learning and guidance in developing lessons for learners in specific skill areas. Pugliese.

### **Edu. 356-I "Talking" Software to Enhance Writing and Reading for Learners with Special Needs**

**1 sem. hr. Previous computer experience required.**

This mini-course gives participants hands-on experience with the many options for talking Word Processors available today. Several different programs will be presented and compared by attributes and capabilities. Ideas for infusing multisensory word processors throughout the curriculum to promote skill building will also be explored. Finally, other talking story and book making or writing software will be discussed. Pugliese.

### **Edu. 358-I Strategies for Conducting an Assistive Technology Assessment for Learners with Special Needs**

**2 sem. hrs. Previous computer experience required.**

Recently reauthorized legislation addressing the needs of learners with special needs in public education mandates the use of assistive and adaptive technology as a tool for creating access to classroom curriculum.

Special education professionals are required to design interventions using such methodologies as a vehicle to individualize instruction. This mini-course allows for special education team members to explore technology assessment strategies and computer devices which match learner characteristics and assist learners with intensive special needs as they perform functional tasks and achieve increased independence. Pugliese.

### **Edu. 359-I Electronic Portfolios: Alternative Assessment for Learners with Special Needs**

**2 sem. hrs. Previous computer experience required.**

This mini-course provides an opportunity for teachers to create electronic portfolios that document learning. Participants use performance assessment strategies and multimedia authoring technology to create these portfolios, build alternative methods and show what individual learners achieve. The curriculum includes: planning for performance-based assessment, writing rubrics that work and portfolio design elements. Participants might take this course as a way to organize their own personal portfolios. Pugliese.

### **Edu. 413-I Applied Research I**

**4 sem. hrs.**

An introduction to research methods and strategies in education. The course content focuses on information and experiences necessary to be a skilled consumer of research conducted by others and in application of these results and planning, implementing, and evaluating comprehensive services for students with special needs. Emphasis on methods of inquiry, the framing of research questions, research designs, strategies for data collection and analysis, and the components of a successful written report of the findings. Cameron.

### **Edu. 414-2 Applied Research II**

**4 sem. hrs.**

Students plan, implement, and write in publishable format a research project demonstrating the delivery of effective service to learner(s) with special needs. Cameron.

### **Edu. 422 Speech and Language Development**

**4 sem. hrs. (Offered only to students in off-campus programs.)**

This course will explore the components of typical and atypical language development across the linguistic domains: phonology, morphology, semantics, syntax, and pragmatics. The behavioral manifestations associ-

ated with language disorders and their impact on academic functioning, particularly development of written language skills, will be stressed. Formal and informal evaluative procedures will be included.

### **Edu. 424 Analysis of Behavior for Regular Classroom Teachers**

**2 sem. hrs.**

Behavioral techniques based on learning theory, focusing on ameliorating deficit academic and social behaviors by building on behaviors that are existing strengths for the student. The course will include practical application techniques. Fleming.

### **Edu. 425 Cooperative Learning Strategies**

**2 sem. hrs.**

This course focuses on methods for systematically using cooperative learning strategies. Teachers will learn how to organize and instruct heterogeneously-grouped students to facilitate positive peer interactions and to increase academic skills. A major focus is on using these techniques to facilitate mainstreaming of learners with special needs.

### **Edu. 428 Writing Strategies for Students with Special Needs**

**4 sem. hrs.**

The effect of weaknesses in receptive and expressive language, organization, memory, and visual coordination on written production will be addressed. The course will consider the oral language underpinnings of written language, the role of cognitive structures, and strategies for teaching text structures, both narrative and expository. The importance of teaching linguistic structure within a meaningful context will be emphasized.

### **Edu. 432 Reading Assessment for Students with Special Needs**

**4 sem. hrs.**

This course will provide experience in administering and interpreting data obtained from formal and informal reading assessments, and integrating this information with data from other sources (cognitive testing, classroom observations, etc.) to develop specific recommendations for appropriate reading/written language curricula to enhance reading/spelling/writing development for students who have difficulty learning to read, write, and spell through traditional classroom methods. Use of appropriate software for diagnosis and remediation will be incorporated into the course.

### **Edu. 469 Topics in Clinical Practice**

**4 sem. hrs.**

This course involves working with children with special needs or intensive special needs under the mentorship of a faculty adviser. Students study classroom techniques and procedures and write several concept papers in depth or complete a critical review of the literature on a specific topic. Fleming.

### **Edu. 472 Internship I**

**2-8 sem. hrs.**

Development of employability plans for five learners utilizing natural environments and developing work opportunities. Includes training regular educators to support the mainstreaming efforts. Fleming.

### **Edu. 473 Internship II**

**2-8 sem. hrs.**

Implementation of employability plans, including role of trainer advocate in competitive employment site. Includes development of community resources to maintain client in as normalized an environment as possible. Program management and evaluation procedures are presented. Guttentag, Fleming.

## **Provisional Practicum and Clinical Experience**

All student teaching will take place within the Greater Boston area. Students are responsible for arranging and paying for transportation to and from schools and for making housing arrangements with the College during January and spring recess.

In those courses required to meet state standards, the department expects that level of academic distinction that will enable the students to be recommended for student teaching. A cumulative grade point average of 2.5 is required for a student to be recommended for student teaching.

All students in a practicum must document 135 hours of direct instruction of learners. All master's candidates in clinical teaching must document 400 hours in the role of the teacher.

### **Edu. 338-I, 2 Provisional Practicum: Special Needs preK-9**

**4-16 sem. hrs. Prereq.: Consent of the department.**

Each student is assigned full-time teaching responsibilities, under supervision, in a public school classroom (preK-9) with learners with special needs. Papers and attendance at weekly seminars required. Tierney.



**Edu. 339-1, 2 Provisional Practicum:  
Special Needs 5-12****4-16 sem. hrs. Prereq.: Consent of the department.**

Each student is assigned full-time teaching responsibilities, under supervision, in a public school classroom (5-12) with learners with special needs. Papers and attendance at weekly seminars required. Tierney.

**Edu. 368-1, 2 Provisional Practicum:  
Intensive Special Needs****4-16 sem. hrs. Prereq.: Consent of the department.**

Each student is assigned full-time teaching responsibilities, under supervision, in a public school with learners with intensive special needs. Evans, Tierney.

**Edu. 381-S Provisional Practicum in Early  
Childhood: PreK****4 sem. hrs.**

Each student spends 150 hours in a PreK level (3 and 4 year olds) setting in which special needs learners are included. Students are assigned teaching responsibilities under supervision, develop lesson plans, curriculum materials, and learning centers. Each student must document a minimum of 135 hours of direct instructional time. This course is taken in conjunction with Edu. 362: Methods and Materials in Early Childhood Education.

**Edu. 382-2 Provisional Practicum:  
Elementary School****8-12 sem. hrs. Prereq.: Consent of the department.**

Each student is assigned teaching responsibilities, under supervision, in an inclusive elementary classroom in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. Each student must document a minimum of 135 hours of direct instructional time. Each student must document a minimum of 135 hours of direct instructional time. Guttentag.

**Edu. 383-2 Provisional Practicum: Middle  
School****8-12 sem. hrs. Prereq.: Consent of the department.**

Each student is assigned teaching responsibilities, under supervision, in an inclusive middle school classroom (in her major) in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum

materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. Each student must document a minimum of 135 hours of direct instructional time. Guttentag.

**Edu. 384-2 Provisional Practicum: High  
School****8-12 sem. hrs. Prereq.: Consent of the department.**

Each student is assigned teaching responsibilities, under supervision, in an inclusive high school classroom (in her major) in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. Each student must document a minimum of 135 hours of direct instructional time. Guttentag.

**Edu. 385-2 Provisional Practicum:  
French, Spanish, ESL, Grades 5-12****8-16 sem. hrs. Prereq.: Consent of the department.**

Each student is assigned teaching responsibilities under supervision to a French, Spanish, or ESL classroom in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students are expected to develop curriculum materials and to demonstrate service to a student who falls short of classroom instructional objectives. Papers and attendance at weekly seminars required. Each student must document a minimum of 135 hours of direct instructional time. Abraham.

**Edu. 386-2 Practicum in Early Childhood:  
K-3****8-12 sem. hrs.**

Each student is assigned teaching responsibilities, under supervision, in an inclusive K-3 classroom. Students plan and implement daily lesson plans, develop curriculum materials, and demonstrate service to students who fall short of classroom instructional objectives. Each student must document a minimum of 135 instructional hours.

**Edu. 388-1, 2 Seminar and Field Work in  
Elementary or Secondary Education****8-16 sem. hrs. Enrollment: Limited and with consent.**

Special emphasis on alternative career choices in education. Guttentag.

### **Edu 470-I, 2 Provisional Practicum: Elementary Education**

**4-8 sem. hrs. Prereq.:** Consent of the department.

Each student is assigned teaching responsibilities, under supervision, in an inclusive classroom at the first-grade to sixth-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. Each student must document a minimum of 135 hours of direct instructional time. Guttentag.

### **Edu 471-01, 2 ESL Adult Teaching Practicum**

**4-8 sem. hrs. Prereq.:** Consent of the department.

Each student is assigned teaching responsibilities, under supervision, to an ESL classroom at either a university-based ESL program or at a community-based ESL program. Students observe and assist classroom instruction over a semester, develop curriculum methods and demonstrate services to a student who falls short of classroom instruction objected. Attendance at seminars is required. Each student must document 96 hours of direct instruction. Abraham.

### **Edu. 474-I, 2 Provisional Practicum: Elementary Education**

**4-8 sem. hrs. Prereq.:** Consent of the department.

Each student is assigned teaching responsibilities, under supervision, in an inclusive classroom at the first-grade to sixth-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. Each student must document a minimum of 135 hours of direct instructional time. Guttentag.

### **Edu. 475-I, 2 Provisional Practicum: Middle School**

**4-8 sem. hrs. Prereq.:** Consent of the department.

Each student is assigned teaching responsibilities, under supervision, in an inclusive classroom at the fifth-grade to ninth-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. Each student must document a minimum of 135 hours of direct instructional time. Guttentag.

Each student must document a minimum of 135 hours of direct instructional time. Guttentag.

### **Edu. 477 Provisional Practicum: Middle School**

**4-8 sem. hrs.**

Each student is assigned teaching responsibilities, under supervision, in an inclusive classroom at the ninth-grade to twelfth-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. Each student must document a minimum of 135 hours of direct instructional time. Guttentag.

### **Edu. 478-I, 2 Provisional Practicum: High School**

**4-8 sem. hrs. Prereq.:** Consent of the department.

Each student is assigned teaching responsibilities, under supervision, in an inclusive classroom at the ninth-grade to twelfth-grade level. In addition to demonstrating effective classroom management procedures and implementing daily class lessons, students will be expected to develop long-range curriculum materials and to demonstrate effectiveness in serving students who are below the expected classroom instructional level. Each student must document a minimum of 135 hours of direct instructional time. Guttentag.

### **Edu. 479-I, 2 Provisional Practicum: English as a Second Language (5-12)**

**4-12 sem. hrs. Prereq.:** Consent of the department.

Each student is assigned teaching responsibilities, under supervision, to a French, Spanish, or ESL classroom in the metropolitan Boston area. In addition to planning and implementing daily class lessons for at least 150 hours of direct teaching, students are expected to develop curriculum materials and to demonstrate service to a student who falls short of classroom instructional objectives. Papers and attendance at weekly seminars required. Each student must document a minimum of 135 hours of direct instructional time. Chumley.

### **Edu. 487-I, 2 Provisional Practicum: English as a Second Language (N-9)**

**4-12 sem. hrs. Prereq.:** Consent of the department.

Each student is assigned teaching responsibilities, under supervision, to a French, Spanish, or ESL classroom in the metropolitan Boston area. In addition to planning and implementing daily class lessons for at



least 150 hours of direct teaching, students are expected to develop curriculum materials and to demonstrate service to a student who falls short of classroom instructional objectives. Papers and attendance at weekly seminars required. Each student must document a minimum of 135 hours of direct instructional time. Chumley.

**Edu. 480 Clinical Experience: Special Needs preK-9**  
4-8 sem. hrs.

Each student is assigned full-time teaching responsibilities, under supervision, during a 400+ clock-hour semester, in a preK-9 classroom setting with special needs learners. Papers and attendance at weekly seminars required. Sullivan, Tierney.

**Edu. 481 Clinical Experience: Special Needs 5-12**  
4-8 sem. hrs.

Each student is assigned full-time teaching responsibilities, under supervision, during a 400+ clock-hour semester, in a 5-12 classroom with special needs learners. Papers and attendance at weekly seminars required. Sullivan, Tierney.

**Edu. 482 Clinical Experience: Intensive Special Needs preK-12**  
4-8 sem. hrs.

Each student is assigned full-time teaching responsibilities, under supervision, during a 400+ clock-hour semester, in a preK-12 classroom with learners with intensive special needs. Papers and attendance at weekly seminars required. Evans, Tierney.

**Edu. 483-2 Clinical Experience (Grades 1-6)**  
4-8 sem. hrs.

Each student is assigned full teaching responsibility under supervision during a 400+ clock-hour semester in an elementary classroom. In addition to planning and implementing daily lessons and units, each student is responsible for gathering data for one research project and for appropriate service to students who are not meeting classroom appropriate instructional objectives. By the end of the semester, each student will develop a teaching portfolio that demonstrates that she/he has met the Massachusetts certification competencies for standard certification.

**Edu. 484-1, 2 Clinical Experience: English as a Second Language (Grades 5-12)**  
4-8 sem. hrs.

Each student is assigned to full teaching responsibility under supervision during a 400+ clock-hour semester in the role for which she or he is applying for standard certification. In addition to planning and implementing daily lessons and units, each student is responsible for gathering data for one research project and for appropriate service to students who are not meeting classroom instructional objectives. By the end of the semester, each student will develop a teaching portfolio that demonstrates that she/he has met the Massachusetts certification competencies for standard certification. Chumley.

**Edu. 485-2 Clinical Experience: (Grades 5-9)**  
4-8 sem. hrs.

Each student is assigned to a middle school setting to full teaching responsibility under supervision during a 400+ clock-hour semester in the role for which she or he is applying for standard certification and must meet all requirements as described in Edu. 484.

**Edu. 486-2 Clinical Experience: (Grades 9-12)**  
4-8 sem. hrs.

Each student is assigned to a high school setting to full teaching responsibility under supervision during a 400+ clock-hour semester in the role for which she or he is applying for standard certification and must meet all requirements as described in Edu. 484.

**Edu. 489-1,2 Clinical Experience: English as a Second Language: (Grades N-9)**  
4-8 sem. hrs.

Each student is assigned to full teaching responsibility under supervision during a 400+ clock-hour semester in the role for which she or he is applying for standard certification. In addition to planning and implementing daily lessons and units, each student is responsible for gathering data for one research project and for appropriate service to students who are not meeting classroom instructional objectives. By the end of the semester, each student will develop a teaching portfolio that demonstrates that she/he has met the Massachusetts certification competencies for standard certification. Chumley.

## Human Services

### HSv. 130-1 Introduction to Human Services

4 sem. hrs.

Introduction to the human services profession as it is practiced in both non- and for-profit organizations. Students will explore the history of public assumption of responsibility for the delivery of human services. Particular attention will focus on an investigation of the needs and rights of underserved people in American society. The nature and sources of prejudice, and an exploration of the beliefs and behaviors of government, the public, and various client populations will be examined. Taylor.

### Edu. 135-1, 2 Handicapping Conditions: Needs, Laws, and Rights

4 sem. hrs.

Provides an overview of major areas of mental and physical disability and explores some of the issues facing citizens with disabilities in today's society. Topics include a survey of handicapping conditions, a history of the treatment of individuals with disabilities, recent legislation and litigation affecting handicapped citizens, the principle of normalization, and issues involved in integrating citizens with disabilities into the mainstream of society. This course is intended for individuals entering any field in which they anticipate working with people in management, health, and/or service areas.

### HSv. 137-2 Growth and Change in Individuals and Families

4 sem. hrs.

Study of women and men in their work and family environments as they develop from youth to old age. Stress on gender, racial, and social class differences in family orientation and structure. Attention is on current factors leading to family disruption and dysfunction. Stress on the study of formal and informal social support systems as they apply to adults. Taylor.

### HSv. 212-2 Human Service Advocacy

4 sem. hrs. Prereq.: HSv. 130.

Focus on advocacy as a strategy for gaining the rights to which individuals and groups are entitled. How advocacy groups affect public policy decisions. Theory of change as it relates to case and class advocacy. The

processes of legislation and litigation in human rights fields. Group project and class presentation. Weekly field work required in a human service agency. Guest speakers. Taylor.

### HSv. 231-1 The Family, Public Policy, and Social Agencies (DWC)

4 sem. hrs. Prereq.: HSv. 130.

Exploration of the relationships among public policy, social service agencies, and the family. Critical examination of the impact of the economy, political climate, technology, and education on formulation of public policy and the effects of these policies on families. Case studies and visits to agencies. Weekly field work required. Taylor.

### HSv. 235-1 Communication and Intervention Skills in the Helping Professions

4 sem. hrs.

Students explore various theories and principles of interpersonal communication and develop effective helping relationships by improving interviewing and communication skills for use with both majority and minority populations. This course offers human service students an opportunity to practice the basic communication skills of listening, attending, paraphrasing, and supporting others. In addition, special issues relating to interpersonal communication and human diversity—including sexual orientation, social class stratification, and service delivery to people of color—will be explored in depth. Martin.

### HSv. 370-2 Internship in Human Services

8 sem. hrs.

Seniors who have met core requirements will spend at least two days a week interning in the social service agency of their choice in the Greater Boston area. In addition, all interns will meet in weekly seminars to discuss issues and concerns that are generated from their experiences in the field and those relevant to becoming professional human service workers. Students are required to prepare case studies of their agencies. Internships are not permitted in the summer. Taylor.



# Department of English

**Chair:** Wittenberg

**Professors:** Bromberg, Gullette, Pei, Weaver, Wittenberg\*

**Associate Professors:** Manly, Perry, Wollman

**Assistant Professors:** Bloom, Cleere, Mercier

**Instructor:** Scott

**Special Instructors:** Demaso, Teitelman

**Administrative Assistant:** Grady

*\*On sabbatical leave first semester 1998-99.*

The study of literature as embodied in the English major has a number of goals: to familiarize the student with the work of important writers; to introduce her to the individual and cultural values, ideas, debates, and insights woven into literature; and to sharpen her understanding of the English language. Repeated practice in thinking, writing, and speaking about literary texts is a way of helping the student discover her own voice, develop her skills of critical analysis, and gain confidence in herself as an independent thinker.

The student majoring in English learns to read with discernment, an ability that can enrich her for the rest of her life. At the same time she develops pragmatic skills that will serve her well in the world of the professions. Simmons English majors have gone on to successful careers in college teaching, law, publishing, journalism, advertising, business, government service, high technology, and secondary education.

**Requirements.** The major in English consists of 10 courses given by, or approved by, the department. The following courses are required of all majors:

Eng. 121	Shakespeare
Eng. 210	Critical Interpretation

All majors must elect Eng. 210 as soon as possible after declaring an English major, but students considering an English major are urged to take Eng. 210 in their sophomore year.

Students may choose either the writing or literature options for their major in English. Described below are additional requirements for each option.

## The Writing Option:

- Two courses covering literature from before 1800 (list includes III, II2, 231, 243, 315, 316, 321, 342, 392)
- One course in English or American literature of the 19th century (list includes 161, 162, 254, 351, 352, 361)
- One advanced (300-level) literature seminar

- Two writing courses (list includes 105, 108, 305, 309)
- Two literature electives

## The Literature Option:

- Two courses covering literature from before 1800 (list includes III, II2, 231, 243, 315, 316, 321, 342, 392)
- One course in English or American literature of the 19th century (list includes 161, 162, 254, 351, 352, 361)
- One advanced (300-level) literature seminar
- Four literature electives

Independent study (Eng. 350 and 355) may be substituted for any of the courses offered in the required areas.

In consultation with her departmental adviser, each student is encouraged to choose required and elective courses to extend the range of her familiarity with literature or to explore in greater depth areas of particular interest: historical periods, comparative literature studies, genres, themes, or individual figures.

Although most students will have little difficulty planning their programs within the suggested framework, students who wish to modify it are invited to consult with the department chair. Such students may want to take greater advantage of the independent learning option.

In the Department of English, some or all of the College's independent learning requirement can be met by any student in the following ways:

Eng. 350, 355, 370, or 380; or a special project in an appropriate 300-level course, elected after consultation with the instructor regarding its suitability for this purpose.

English majors may meet the independent learning requirement in any of the above ways, or by taking appropriate courses or completing projects in an area other than English.

## Honors in English

Candidates for honors in English are expected to fulfill College requirements as designated on page 10. Honors in English requires that candidates complete the regular English major under either the writing option or the literature option, plus Eng. 355, Directed Study: Senior Thesis. Candidates for honors should elect 20 semester hours in distribution in a second language,

history, philosophy, art, music, or the social sciences. Students intending to continue their specialization in English on the graduate level will find it advisable to take an honors program, and all students considering graduate school are strongly urged to take a literature course in a foreign language, and to consult with Pamela Bromberg, director of graduate programs in English.

## Minor in English

To minor in English, the student will elect five courses from departmental offerings, at least one of them at the 200/300 level.

## Graduate Programs in English

For information about the Master of Arts and Master of Philosophy in English, see page 170.

## Courses

Undergraduate registration in 300-level courses is ordinarily limited to juniors and seniors unless the course description indicates otherwise. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the 300s are especially suitable for master's candidates. Of the 100-level courses, the following may be particularly appropriate for first- and second-year students, for non-English majors, and for students just beginning the study of literature: Eng. 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200.

### Eng. 101-1 Writing and Thinking

4 sem. hrs.

There are two fundamental concerns in this course: writing from life and writing from texts. The goal always is communication, reflection, making sense of hard questions, critical thinking. Close attention to the process of writing as well as product. Demaso.

### Eng. 102-2 Writing and Thinking II

4 sem. hrs. Prereq.: Successful completion of one semester of college writing.

Addresses the concerns of writing and thinking at a level appropriate for students who have taken a semester of college writing. Readings and other materials of the course may be organized around a special topic of the instructor's choice. Staff.

### Eng. 103-1 Writing for Dix Scholars

4 sem. hrs.

A writing workshop for Dix women entering or currently at the college after some interruption in their

formal education. Exercises and assignments are based on readings and discussions of contemporary essays and articles, as well as specific interests of class members. This course is for experienced as well as hesitant writers who want to refine their skills and discover how much they have to say. Teitelman.

### Eng. 104-2 Modes of Writing

4 sem. hrs.

A course for intermediate and advanced students who want to expand their writing skills by working on a variety of forms: interviews, persuasive essays, film, theater and art reviewing, journalism, as well as autobiography. Readings include contemporary examples of each form. Teitelman.

### Eng. 105-1, 2 Creative Writing: Non-Fiction (DWC)

4 sem. hrs.

For students who feel they have a solid base of writing skill and wish to grow further as writers. The goal in this course is to write non-fiction that a non-captive audience would willingly read. The range of acceptable forms will be defined as follows: if it's interesting, it can be written. This course focuses on how a subject finds an appropriate form and voice. Weaver.

### Eng. 108-1, 2 Creative Writing: Fiction and Poetry

4 sem. hrs.

This course is designed for both the eager and curious and for seasoned writers who seek structure, feedback, and models of excellence in a workshop setting. The premise of this course is that those who want to write are those who have been deeply moved by the writing of others. Therefore, in addition to their own writing, students will read extensively in both genres and attend readings in the Boston area. Gullette, Scott.

### Eng. 111-1 Greek Mythology and Religion

4 sem. hrs.

This course will look at the following: the myths about the principal gods, goddesses, and heroes of ancient Greece; the influence of Greek mythology on later literature, language, and the visual arts; and the Troy legend examined in terms of archeology, historical truth, literary influence, and lasting impact on the Western imagination. Readings in Homer, Hesiod, Ovid, and Greek dramatists. Supplemental guided visits to museum classical collection. Manly.



**Eng. 112-1 The Bible****4 sem. hrs.**

Close study of both the Old and New Testaments, with particular attention paid to the problems of different strategies of interpretation. The course examines both poetry and prose within the various genres of biblical writing. Some ongoing themes throughout the semester: the use of metaphor; shifting attitudes toward sex; time and typology; the role of women; and stories that show they get told from different theological and cultural perspectives. Wollman.

**Eng. 121-1 Shakespeare****4 sem. hrs.**

Analysis of major plays, with comment on the theater of Shakespeare's London. This class will also see films and when possible attend live performances of Shakespeare's plays. Gullette.

**Eng. 139-1 Modern Poetry****4 sem. hrs.**

This course addresses modern and contemporary poetry as the moving relation between individual consciousness and the world. Through many close readings, we will look at both the passion and energy of modern poetry as a meeting place between all kinds of imagination as well as the great resistances to and fear of poetry in our culture. Primary consideration of H.D., T.S. Eliot, William Carlos Williams, Elizabeth Bishop, and a range of contemporary poets. Weaver.

**Eng. 161-1 Major American Writers 1620-1865****4 sem. hrs.**

This course focuses on important texts from the early period of American literature, beginning with the founding of the "city upon a hill." In reading works by Native Americans, African Americans, and women, along with male canonical writers such as Hawthorne, Emerson, Thoreau, Poe, and Melville, we will consider recurrent thematic strands, including visionary optimism, angry social critique, and environmental concern. Wittenberg.

**Eng. 162-2 Major American Writers 1865-1900****4 sem. hrs.**

This course focuses on the responses of American writers to the change from a predominantly rural, small-town, society to an urban industrialized one, and the accompanying challenges to previous racial and gender

stereotypes. Texts will include poetry by Walt Whitman and Emily Dickinson; fiction by Twain, James, Chopin, Dreiser, and Wharton; and W.E.B. DuBois' *Souls of Black Folk*. Wittenberg.

**Eng. 172-2 Modern American Fiction****4 sem. hrs.**

The novels of major American writers of the last 60 years, including such authors as Faulkner, Morrison, Mary Gordon, Philip Roth, William Styron, John Gardner, and Anne Tyler. Perry.

**Eng. 175-2 The Harlem Renaissance****4 sem. hrs.**

Intensive study of the Harlem Renaissance period. We will examine fiction, poetry, and drama. Focus will be on the double consciousness of black writers. Other topics include the politics of DuBois, Garvey, and the Negro uplift movement, the impact of jazz on literature, the demand on black writers to create positive images and appease a white audience during the times of lynching and Jim Crow laws, a look at the controversial writer and socialite Carl Van Vechten, and the attacks on writers who spotlighted the problems of color and class prejudice among blacks. Writers include: Langston Hughes, Zora Neale Hurston, Jessie Fauset, Claude McKay, Nella Larsen, Countee Cullen, Jean Toomer, Dorothy West, and Wallace Thurman. Scott.

**Eng. 176-1 Black Fiction in America****4 sem. hrs.**

A study of selected works of 20th-century black fiction in America. Analysis of the novels will center on the examination of black literary achievements and the nature of the social and political climates that underlie contemporary literature. Scott.

**Eng. 178-2 Multicultural Themes in Modern American Literature****4 sem. hrs.**

A study of personal, family, and cultural conflicts created by the tensions between ethnic and American loyalties in fictional and nonfictional works by black, Jewish, Native American, Asian American, Hispanic American, and other authors. The course focuses on the dilemma of affirming the values of ethnic identity in a civilization professing the virtues of assimilation. Wittenberg.

### **Eng. 184-2 Modern World Drama** 4 sem. hrs.

An introduction to a series of powerful international plays by writers from England, Europe, America, Africa, and Asia. Works by Brecht, Fugard, Pinter, Stoppard, Soyinka, Huang, and others—all playwrights who have shaped the theater of the 20th century in significant ways and continue to have a major impact on audiences throughout the world. Manly.

### **Eng. 192-2 Madness in Literature** 4 sem. hrs.

Madness examined in literature as a higher form of sanity, as transcendence, as a source of creativity, and as a challenge to traditional assumptions about identity. Readings in novels, short stories, drama, and poetry to include writers such as Poe, Hesse, Pirandello, Kafka, Faulkner, Plath, and Atwood. Manly.

### **Eng. 193-2 Women in Literature** 4 sem. hrs.

An exploration of how 19th- and 20th-century women writers have challenged conventional notions of who women really are and who they long to become. Writers may include Charlotte Brontë, Virginia Woolf, Anzia Yezierska, Maxine Hong Kingston, Jamaica Kincaid, Toni Morrison, Adrienne Rich, and others. Cleere.

### **Eng. 195-1 Art of Film** 4 sem. hrs.

A survey of Hollywood genres and international classics serving as an introduction to film analysis. Syllabus includes a variety of films by directors such as Hitchcock, Hawks, Ford, Ray, Renoir, and Buñuel. Films will be screened twice each week and discussed twice each week by the class; there will be seven short papers, of which five will be graded; and there will be a take-home final exam. Cleere.

### **Eng. 198-2 Studies in Film** 4 sem. hrs.

Women in film. Cinematic depiction of women by male directors and by the small but growing minority of women directors. Possible consideration of contemporary examples of feminist counter-cinema. Cleere.

### **Eng. 210-1, 2 Critical Interpretation** 4 sem. hrs.

An introduction to literary criticism and the study of literary genres, historical periods, and major authors. The course considers how we read, analyze, and write

about literature from different critical perspectives. Specific genres, periods, and authors vary from semester to semester. Frequent, varied writing assignments. This course is required for all English majors. Cleere.

### **Eng. 231-2 English Literature of the Seventeenth Century** 4 sem. hrs.

An introduction to the literature of the 17th century, an era of rapid social change, political and religious controversy, doubt and disillusionment, and a search for new values. Study of the metaphysical wit and Cavalier poetry of Donne, Herbert, Marvell, and Jonson; the prose writings of Bacon, Browne, and Burton; the poetry and translations of Phillips, Wroth, and Mary Herbert; and selected works of Milton, including *Paradise Lost*. Themes include manuscript and print culture; love and friendship; public politics and private culture. Wollman.

### **[Eng. 243-1 The English Novel through Austen** 4 sem. hrs. Not offered in 1998-99.]

The development of the English novel, with some 17th-century background and emphasis on 18th-century masters of the form. Such novelists as Fielding, Burney, Austen, Behn, Walpole, Wollstonecraft, and Mary Shelley. Bromberg.

### **Eng. 254-2 The English Novel from George Eliot** 4 sem. hrs.

Major English novelists, such as George Eliot, Anthony Trollope, Thomas Hardy, Virginia Woolf, D. H. Lawrence, E. M. Forster, and at least one "neglected" novelist. Cleere.

### **[Eng. 274-2 American Poetry** 4 sem. hrs. Not offered in 1998-99.]

A study of major American poets and the process by which the creation of a self precedes the creation of one's poetry. Attention to figures such as Walt Whitman, Emily Dickinson, Robert Frost, Marianne Moore, Wallace Stevens, William Carlos Williams, and Robert Lowell.

### **Eng. 305-1 Advanced Creative Writing: Non-Fiction** 4 sem. hrs. Prereq.: Consent of the instructor or graduate standing.

This course will concentrate on the writing of personal narratives and essays. Structural and stylistic experi-



mentation, imitation of models, and testing of one's limits as a writer will be encouraged. Short critical exercises will also be required, to sharpen consciousness of form and technique in non-fiction. Pei.

### **Eng. 309-2 Advanced Creative Writing: Fiction and Poetry**

**4 sem. hrs. Prereq.: Consent of the instructor or graduate standing.**

A course for students who have already written a certain amount of verse, fiction, or drama. The course will be limited in size, and the accent will be on individual conferences with the instructor and group meetings to read and discuss work produced during the semester. Students will be encouraged to submit their work for publication. Gullette.

### **Eng. 315-1 Topics in Early Literature: Chaucer's *Canterbury Tales* and Dante's *Inferno***

**4 sem. hrs.**

This course will focus on two masterpieces of early literature: Dante's *Inferno* and Chaucer's *Canterbury Tales*. Dante's imaginary journey through the underworld of the damned is one of the great poetic achievements of the Middle Ages. Chaucer's *Canterbury Tales* have as much life and variety today as they did 600 years ago. We'll consider the literary and social milieu of both works, and explore interconnections between them. Manly.

### **Eng. 316-2 Topics in Early and Middle English Literature: The King Arthur Legend**

**4 sem. hrs.**

The origins of Arthur in history and folklore, the rise and decline of the chivalric ideal, the search for the Holy Grail, and related themes of love and adventure from King Arthur's legendary world. This course covers Arthurian tradition as it develops in the Middle Ages, extends through the 19th century, and undergoes a powerful revival in our own time. Readings in Chaucer, Malory, Chr tien de Troyes, Twain, Tennyson, T.H. White, and M.Z. Bradley. Some attention to the Arthur legend in the fine arts and film. Manly.

### **Eng. 321-2 Studies in Shakespeare**

**4 sem. hrs. Prereq.: Eng. 121 or consent of the instructor.**

Close analysis of a few major plays and of the various critical approaches to them. Gullette.

### **Eng. 342-1 Studies in Eighteenth-Century Literature**

**4 sem. hrs.**

The literature of the 18th century in England is characterized by the elegance of neoclassicism as well as the exuberant energy of satire. In this course we will examine the way the poets, playwrights, journalists and fiction writers of the period imitated, reworked, and finally rejected Classical and Renaissance genres to forge new kinds of literary expression. Reading may include works by Aphra Behn, Dryden, Swift, Pope, Anne Finch, Lady Mary Wortley Montagu, Johnson, and Burney. Bromberg.

### **Eng. 351-2 Problems in Romantic Literature: The Romantic Rebel**

**4 sem. hrs.**

This course begins with Milton's *Paradise Lost*, the subtext for all Romantic rebellion, and moves to Blake, its great theorist and visual artist; the poetry of Wordsworth and selected works by Byron and Shelley are also studied. The course concludes with the female perspective on Romantic rebellion in the novels of the Bront  sisters and in Mary Shelley's *Frankenstein*. Bromberg.

### **Eng. 352-1 The Victorian Experience**

**4 sem. hrs.**

A survey of British writers from the 1840s to the turn of the century. Cleere.

### **[Eng. 353-2 Jane Austen and Virginia Woolf**

**4 sem. hrs. Not offered in 1998-99.]**

The two major English women novelists of the 19th and 20th centuries studied in relation to their major works and current critical debate. Bromberg.

### **Eng. 357-1 Masterworks of English Fiction (DWC)**

**4 sem. hrs.**

Topic for 1998-99: 20th-Century Women Novelists from England and the Commonwealth. Using Woolf's *A Room of One's Own* as a critical focus, we will read novels by Woolf, Lessing, Emecheta, Atwood, Drabble, Howard, Gordimer, and Laurence. Special attention to the experiences of Commonwealth writers and supplementary reading in feminist theory and criticism. Bromberg.

**Eng. 361-2 Classic American Writers (DWC)****4 sem. hrs.**

Studies in depth, with critical readings, of the major 19th-century writers Hawthorne and Melville, with attention to their contributions to the development of a distinctively American literature. Perry.

**Eng. 366-1, 2 Survey of Literature for Children and Young Adults (DWC)****4 sem. hrs. Prereq.: Sophomore standing.**

A broad overview of the field of children's literature, including historical and contemporary considerations, criticism, and representative works from major genres. Bloom, Mercier.

**Eng. 372-1 The Invented Self in Modern American Fiction****4 sem. hrs.**

Central to the modern American novel are special protagonists who express the issues of the American culture: Americans as authors of themselves, as creators of their own personae. As such, they are intensely artificial, and yet embody the fundamental features of the American psyche. Both the literary and societal implications of such self-fabrications are examined through works by such writers as Fitzgerald, Faulkner, Philip Roth, and Anne Tyler. Perry.

**Eng. 374-2 The Dramatic Imagination in America****4 sem. hrs.**

Focuses on 20th-century American plays by writers like Susan Glaspell, Eugene O'Neill, Clifford Odets, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Edward Albee, and August Wilson. Students will both read the plays as literature and enact them in class—as far as possible—as theater. Weaver.

**[Eng. 382-1 The Postmodern Novel****4 sem. hrs. Not offered in 1998-99.]**

Designed for graduate students and advanced English majors, this course explores an array of postmodern fiction, primarily from England and the Continent. Films are also included. Authors include Barnes, Kundera, Fowles, Calvino, and García Márquez. Bromberg.

**[Eng. 385-1 Special Topics in Literature: Race, Gender, and Intertextuality in American Fiction****4 sem. hrs. Not offered in 1998-99.]**

An exploration of the provocative relationship between the novels of William Faulkner and Toni Morrison, considered by many to be the most important American novelists of the 20th century. In considering a series of major works by these two novelists, we will focus on issues such as depictions of race and gender and the merits of intertextual analysis. Wittenberg.

**[Eng. 388-1 James Joyce****4 sem. hrs. Not offered in 1998-99.]**

The semester is spent reading *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and selections from *Finnegan's Wake*. Joyce's transformation from fin de siècle ironist to high modernist comedian is considered, as is a broad selection of Joyce criticism, including the French feminists who have adopted him as one of their own. Gullette.

**Eng. 389-1 Modern Irish Literature****4 sem. hrs.**

Major works in verse, fiction, and drama by William Butler Yeats, James Joyce, John Millington Synge, Sean O'Casey, and some of the newer voices in Irish writing, such as Seamus Heaney and others whose work has been influenced by the recent sectarian violence in Northern Ireland. Gullette.

**Eng. 392-1 Studies in Medieval and Renaissance Literature****4 sem. hrs.**

Topic for 1998-99: Literary Depictions of Love in the 16th century. The study of major works of drama, poetry, and prose of the Renaissance, with an emphasis on their exploration of the psychology of love. Authors include Wyatt, Spenser, Sidney, Marlowe, More, Castiglione, and Shakespeare. Wollman.

**Independent Learning****Eng. 350-1, 2 Independent Study****4 sem. hrs. Prereq.: Consent of the instructor.**

Intended for students who wish to investigate a particular area of literary study under the direction of an instructor. Regular conferences. Staff.



### Eng. 355-I, 2 Directed Study: Senior Thesis (DWC)

4 sem. hrs.

Note: The student will normally elect this course in the semester in which she plans to complete her thesis. Should be taken following Eng. 350. Staff.

### Eng. 370-I, 2 Internship

8 sem. hrs. Prereq.: Consent of the department.

A one-semester program for English majors of supervised on-the-job experience in such fields as publishing and broadcasting. Requirements: approximately 20 hours a week at the place of business, regular meetings with the instructor, and a series of written assignments. Internships are not permitted in the summer. Staff.

### Eng. 380-I, 2 Field Experience

4 sem. hrs. Prereq.: Consent of the department.

Designed to combine academic knowledge with practical experience. Students do editing, writing, etc. in businesses such as publishing, journalism, and advertising. Staff.

### Eng. 400-I, 2 Directed Study: Graduate Level

4 sem. hrs.

Staff.

### Graduate Seminars

#### Eng. 402-2 Seminar in the Teaching of Writing

4 sem. hrs.

Designed for graduate students interested in the theory and practice of teaching writing at the undergraduate level. The course focuses on reading of research and texts in the field, regular writing assignments, and classroom observation and simulation, including apprentice teaching of the freshman Culture Matters course. Taught by the director of writing. Pei.

#### Eng. 405-2 Contemporary Critical Theory

4 sem. hrs.

This course introduces graduate students to the concepts and practices of contemporary literary and cultural criticism. Various developments in the field during the last two decades, including post-structuralist, psychoanalytic, neo-historical, post-colonial, and feminist theory are surveyed, bringing these perspectives to bear on key literary and historical texts. Theoretical readings may include essays by Marx and Neo-Marxist critics, Freud and the new Freudians, Foucault, Barthes, and American and French feminists. Bromberg.

See also Frn. 405 and Spn. 405.

## Department of History

Chair: Gorman

Professor: Lyman\*\*\*

Assistant Professors: Allgor, Gorman, Liu, Prieto

Staff Assistant: McHugh

\*\*\* On sabbatical leave entire year 1998-99.

The study of history is a way to make sense of the past and to understand today's internally diverse and internationally complex society. History helps us to learn about individuals and various ethnic and racial groups in the context of their times.

The History Department at Simmons College offers courses that introduce students to a variety of historical regions, periods, and methodologies, as well as clusters of courses that give students the chance to develop expertise in a particular area of history. History graduates are prepared for careers as teachers, librarians and archivists, lawyers, writers, museum

curators, business people, and government officials. Employers in many fields of endeavor choose to hire history graduates because of their skills in reading, writing, research, and analysis. The History Department offers research opportunities and internships in a variety of spheres to help students gain further knowledge and work experience. Some history graduates enter the work world immediately; many go on to graduate and professional schools.

### Major in History

The major in history is composed of 32 semester hours of history courses, plus the eight semester hours that satisfy the all-College independent study requirement. The courses are integrated into the major in such a way as to provide academic work in a range of periods, geographical areas, and cultural contexts.

Most of the courses may be taken without prerequisites; however, the department does recommend a

sequence that begins with relatively introductory courses and progresses toward more specialized courses. Whatever the particular combination, the net effect as determined by the department shall be that the spirit of distribution will be upheld, so that a student has some breadth as well as depth in her course of study.

While the particular combinations of courses are individualized, the department expects that students will be exposed to the study of the Americas, Europe, and other areas of the world.

### Requirements

**Category I: Introductory level.** Any three courses chosen from the following, but no more than two courses may be chosen from a single subject area:

His. 100	World Civilizations I: Pre-Modern Societies
His. 101	World Civilizations II: Colonialism/Post-Colonialism
His. 127	Modern Europe I: 1789-1890
His. 128	Modern Europe II: 1890-Present
His. 140	History of American Civilization I
His. 141	History of American Civilization II
His. 202	Asia to the 18th Century

Students considering a major in history are advised to complete Category I by the end of their sophomore year.

**Category II: Specialization.** Three courses with a specific geographical or thematic focus. Examples are Africa, Asia, Latin America, race, gender, Europe, United States. One course in Category I may count in Category II.

**Category III: Required subject matter courses.** Three courses: one course with a focus on race and ethnicity history, one course in early or pre-modern history, and one course in historical gender studies.

**Category IV: Independent learning.** Two courses: historiography (His. 397), plus one of the following:

His. 350	Independent Study
His. 355	Honors Thesis (see honors in history below)
His. 370	Internship
His. 380	Field Work

Upper-level history seminar or approved independent study course from another department.

Majors must declare how they plan to fulfill the independent study requirement before the end of their junior years.

## Interdepartmental and Double Majors

Many opportunities exist for students who wish to combine courses in history with courses offered by another department. A student may propose an interdepartmental major in European studies or a double major such as history-secondary education. Other fields that lend themselves to such combinations with history are English, foreign languages and literature, economics, education, political science, sociology, and philosophy. The list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a major. Another possible combination permits fulfilling requirements for the Master of Arts in Teaching (MAT) degree (see the requirements on page 167), along with those leading to the B.A. Although the ordinary expectation is that the MAT requires a fifth year of courses, with careful planning and effective advisement, that time may be shortened. Students interested in any of these majors should discuss their plans early in their college career with their adviser and the chairs of the departments involved.

While registration in certain courses may occasionally be limited, all courses are available to properly qualified students. Courses numbered in the 200s are especially suitable for advanced undergraduates. Graduate students may, under advisement, elect any courses offered by the department.

## Minor in History

Students choosing a minor in history are required to take five courses. Two courses should be selected from the list of introductory courses. Three courses should be selected from the list of upper level courses, two of which should be in a specialization such as United States history, European history, African American history, women's or gender history, or Asian history. Specific courses in the specialization can be chosen in consultation with members of the department.

## Honors in History

An honors program is offered to qualified students who are eligible according to the College requirements designated on page 10. An honors candidate is required to register in His. 350, Independent Study, in the first semester of her senior year. Upon satisfactory completion of that course, she is then required to register in, and satisfactorily complete, His. 355, Directed Study: Senior Thesis. This course, along with a course in historiography, fulfills the College's independent study requirement. The honors program, although open to any qualified student majoring in



history, is especially recommended to the student intending to pursue the study of history or a related subject in graduate school.

## Graduate Program in History

The Department of History now offers a master's degree program in the study of archives management in conjunction with the Graduate School of Library and Information Science. For information about the Master of Arts in History/Master of Science in Library and Information Science, see the Dual Degree Program in Archives Management, page 186.

## Introductory Courses

Courses numbered at the 100 level are especially appropriate as first courses for freshmen and majors.

### His. 100-1 World Civilizations I: Pre-Modern Societies

4 sem. hrs.

This course studies the evolution of human societies down to the rise of the West in the period of the Renaissance. Although the Mediterranean civilizations receive significant attention, substantial reading deals with China, India, Islam, and other well-documented cultures of the pre-modern world. Slides, movies, papers, and discussions. Allgor.

### His. 101-2 World Civilizations II: Colonialism/Post-Colonialism

4 sem. hrs.

The study of recent civilizations requires sustained attention to the rise of the West to world dominance, and empathetic evaluation of those many cultures and societies which have received that influence. Explicitly multicultural and interdisciplinary, this course uses slides, films, written sources, papers, and exams. Gorman.

### His. 116-2 New Approaches to History

4 sem. hrs.

What is the emotional and intellectual relationship between any of us now alive, and all those people and events whom we study in the past? How greatly does an individual's position in time and space, as well as in society and culture, skew her ability to create a "true" version of the past? Case studies will illustrate and enliven the theoretical aspects of the course. Staff.

### His. 117-1 History through Novels and Film

4 sem. hrs.

An examination of both how audiences view history through novels and films and how historians treat film as a visual historical text. By analyzing selected films and novels, this course will explore the uses and limitations of fiction and films as means of illuminating history. Gorman.

### His. 127-1 Modern Europe I: 1789-1890

4 sem. hrs.

This course emphasizes two themes: 1) those intellectual, economic, technological, and political factors that created and maintained European dominance during the 19th century—and made it seem inevitable and good; and 2) those dynamic factors that, although then promoting the power and pride of Europe, would lead to their erosion in the 20th century. Gorman.

### His. 128-2 Modern Europe II: 1890-Present

4 sem. hrs.

This course focuses on the overlapping impacts of World Wars I and II, the Russian Revolution, and other challenges to assumptions and realities inherited by contemporary Europe from the 19th century. Thus, close attention will be paid to such topics as the Nazi movement, the contemporary forms of socialism, the Great Depression, the applications of Freudian thought, and the recent revival of European power. Gorman.

### His. 140-1, 141-2 History of American Civilization, I: 1607-1877; and II: 1877-1975

4 or 8 sem. hrs. Offered as a year-long course, or either half may be taken separately.

**His. 140-1:** This course surveys the diverse experiences of colonial settlers, the development of a distinctly American culture, the American Revolution, the creation of an American republic and Constitution, the rise of parties, early industrialism, slavery and the cotton economy, westward expansion, the Civil War, and Reconstruction. Allgor, Prieto.

**His. 141-2:** This course surveys the South and West after Reconstruction, major economic issues in the new Industrial Age, the role of immigrants and minorities in shaping urban development, the changing nature of government, the rise of America to world power, and the problems faced by post-World War II American society. Prieto.

## Intermediate Courses

Courses numbered 200 or above are recommended for upperclassmen and students who have taken other history courses.

## East Asian History

### His. 201-2 The Dynamics of Japanese History

4 sem. hrs.

The main purpose of this course is to examine the rise and fall of imperial Japan from around 1850 to 1945. In addition, this course examines certain trends since 1945. It is the story of a nation that mistook military prowess and authoritarian government for national honor. The topics of discussion include factors that led Japan to this misconception, its historical consequences, and her discovery of a democratic and economic approach to world respect. Liu.

### His. 202-1 Asia to the 18th Century

4 sem. hrs.

A study of ancient civilizations that dominated the lives of Asian societies to the eve of the massive European encroachment. The influence of Buddhism, Islamism, and Confucianism upon many cultures and societies will be discussed. Liu.

### His. 203-1 History of East Asian and U. S. Foreign Relations

4 sem. hrs.

The course examines the development of East Asian and United States foreign relations. The primary focus is on Japan's unique relations with the United States since the 1850s, its long and sometimes bitter relations with China, and the special relationship between China and the United States in the late Qing dynasty and in the republican and communist eras. Special attention will be given to Japanese and Chinese foreign relations and policies during the Cold War. Liu.

### His. 204-1 Men and Women in Japanese History (CC)

4 sem. hrs.

From the days of the Heian court ladies and the fierce samurai, gender has played a key role in the development of Japanese culture and history. The course explores changes and developments in the relations between Japanese men and women throughout their history. Historical records, as well as selected literary texts and artistic expressions, will provide the central material. Liu.

### His. 206-2 The Rise of Modern China

4 sem. hrs.

Included in the course is a brief review of traditional Chinese civilization before the 19th century, the impact of foreign spheres of influence on China in the 19th century, the struggle to transform China from a fragmented, feudal society to a modern nation, the post-World War II revolution, and the emergence of the People's Republic of China. The course touches upon social, political, economic, and intellectual themes in modern Chinese life. Liu.

### His. 207-1 Gender, Family, and Society in Modern China (CC)

4 sem. hrs.

A survey of the roles men and women play in families and society in modern China through texts, novels, and videos. The main focus of the course is the impact of traditional Chinese values and foreign ideologies upon men's and women's conduct, family hierarchy, and social structure in modern China. Special attention will be given to the changes in Chinese women's lives brought about by more than 40 years of communist control beginning in 1949, and Westernization since 1978. Liu.

### Chn. 310 Chinese Civilization

4 sem. hrs.

See page 117 for description.

### Jpn. 310 Japanese Civilization

4 sem hrs.

See page 122 for description.

## The New Histories

### AAS 103-2 African American Intellectual History

4 sem. hrs.

See page 32 for description.

### His. 210-1 The African American Experience from Colonial Times to Reconstruction

4 sem. hrs.

Vital to an understanding of the forces, values, and conditions that have shaped the lives of all Americans is the African American experience. This course approaches black history as an inseparable aspect of United States history. It begins with the arrival in Virginia in 1619 of Africans in bondage and concludes with the Civil War and the postwar Reconstruction.



Through the study of original materials, significant historical writings, film and literary works, the course gives special attention to slavery, blacks in the American Revolution, the abolitionist movement, blacks in the Civil War, and efforts to create a new post-slavery society in the South. Nteta.

### **His. 211-2 The African American Experience from Reconstruction to the 1980s**

4 sem. hrs.

This course continues the explorations of History 210. Utilizing documentary sources, visual materials, and historical works, the course focuses upon the defeat of Reconstruction, blacks and the emergence of imperialism, migrations and urbanization, African Americans and the world wars, the Harlem Renaissance, blacks and the Great Depression, and postwar movements from civil rights to black power to the present-day battle for freedom and justice. Nteta.

### **His. 212-1 Topics in African History**

4 sem. hrs.

Offered as interest warrants, this course explores such topics as Africa before colonization, South Africa, militarism and post-colonialism, and the Pan-African movement. Nteta.

### **His. 213-2 Race and Ethnicity in U. S. History**

4 sem. hrs.

This course examines how ideas about race have developed and changed through United States history. How have science, social science, law, politics, art, and literature shaped definitions of race and racial categories? How have these definitions can categories in turn affected race relations and racism? We will explore these questions through close analysis of the histories of Native Americans, African Americans, Latinos, Asian Americans and white ethnic groups. Assignments will include fiction, autobiography, visual art, music, and film as well as academic scholarship. Prieto.

### **His. 214-1 Social Forces in American History**

4 sem. hrs.

Throughout the nation's history, protest movements have attempted to alter or transform society's basic social conditions and relations. The legacy of these movements provides a rich source of study—not only of the character of dissent in America but of the nature of the larger society itself. In 1998-99, we will examine antebellum social reform movements. Allgor.

### **His. 215-1 Women and Gender in U. S. History before 1890**

4 sem. hrs.

This course studies women's lives and roles from pre-Columbian times to 1890. We will examine women's experiences in households and families, at work, and in diverse communities. We will focus on racial, class, ethnic, and regional differences among women. We also explore changing definitions of femininity and masculinity. Course materials will include a wide range of primary documentary and visual sources as well as historical essays. Prieto.

### **His. 216-2 Women and Gender in U. S. History since 1890**

4 sem. hrs.

This course studies women's lives and roles from 1890 to the present. We will examine women's experiences in households and families, at work, and in diverse communities. We will focus on racial, class, ethnic, and regional differences among women. We also explore changing definitions of femininity and masculinity. Course materials will include a wide range of primary documentary and visual sources as well as historical essays. Prieto.

### **His. 217-1 History of Latinos and Latinas in the U. S.**

4 sem. hrs.

This course traces the history of Spanish-speaking peoples across geographic areas that became part of the United States. We will study key episodes, including the development of the mission system in the Southwest, the annexation of Texas by the United States, the social and political effects of the treaty of Guadalupe Hidalgo, American imperialism and the Spanish-American war, civil rights movements, debates over bilingual education, and cultural renaissance in the late twentieth century. Throughout the course we will cover topics such as immigration, assimilation, and labor, and consider how the largest three Latino groups (Mexican Americans, Cuban Americans, and Puerto Ricans) conceptualized and experienced class, family, religion, and gender roles. Prieto.

### **His. 218-2 Topics in Latin American History: Central America and the Caribbean**

4 sem. hrs.

The course surveys the development of the region's economic and social life from 1492 to the present, and concentrates on contemporary forces, such as the economy, politics, and social relations. Special empha-

sis is given to the impact of the United States on the region and to present-day economic relations, power structures, and social changes. Staff.

### **His. 219-2 History of the Family**

4 sem. hrs.

This course discusses the history of the family in the United States and explores the evolving definitions and social, economic, and political functions of the family, considering the influences of race, ethnicity, class, and gender. Students can choose to integrate their own family histories with course materials through oral histories. Prieto.

### **His. 221 The Changing Face of American Cities**

4 sem. hrs.

In the 20th century, the United States has become an urban society. This course will examine the changing functions of American cities from the Colonial period to the present, and discuss the ways their racially and ethnically diverse populations have interacted and lived together. The focus will be on Boston and there will be several field trips to a variety of neighborhoods and historical sites. Staff.

## **European History**

### **His. 222-1 Greek and Roman History**

4 sem. hrs.

The genius of Mediterranean civilization in the Greco-Roman era is manifested in many forms. This course examines Greek democracy, theater, and thought; Hellenistic medicine and city life; Roman law, culture, and imperialism; and concludes with the merger of these many creative strains in early Christianity. Staff.

### **His. 223-1 Medieval History**

4 sem. hrs.

Selected aspects of medieval civilization, beginning with the fourth and ending with the fifteenth century. Emphasis on social and economic organization and cultural patterns. Special attention given to northwest Europe. Staff.

### **His. 225-2 Topics in Cultural History**

4 sem. hrs.

This course will examine various topics in cultural history. Through an interdisciplinary approach, students will examine the most recent cultural theories and methods. The semester's topic will be dependent on the instructor's choice. Possible offerings: Art and

History; Americans in Europe; Fin de Siècle: Cultural Responses; Art and Modernism: Paris, Berlin, New York. Gorman.

### **His. 230-1 European Women's History: Public and Private Spheres, 1750-1945**

4 sem. hrs.

This course surveys the impact of social, cultural, economic, and medical forces in modern Europe. Industrialization and the rise of an intrusive state transformed the role of women in society. This course explores the advances of women in the face of persisting gender stereotypes and legal restrictions and also the ways in which medicine, psychology, and literature defined gender roles. Gorman.

### **His. 235-1 French Revolutionary Era: Politics and Culture**

4 sem. hrs.

Beginning with the Enlightenment of the 18th century, the course will trace the intellectual and political causes of the initial revolution of 1789, then go on to explore how the revolutionaries developed the concepts of the nation through political ideology, state rites, language, and symbols. The class will also examine counter responses to the new regime's attempts to create a new political identity. The course will make extensive use of slides, art, and literature. Gorman.

### **His. 237-2 Holocaust (CC)**

4 sem. hrs.

Beginning with an examination of European prejudice and concepts of Judaism, the course will study the ideological and cultural underpinnings of modern German anti-Semitism. In addition, the course will study the rise of Nazism in the 1930s, as well as the policies and mechanisms Hitler implemented in his plan to exterminate the Jews of Europe. The course will also focus on the mounting repression that Jews faced, repression that eventually led to ghettos, deportations, and the death camps. Using literature, memoirs, and film we will also examine the devastating conditions of life in the camps and the traumatic legacy that continues to effect survivors. Gorman.

## **United States History**

### **His. 241-2 Colonial Americas**

4 sem. hrs.

This course takes a comparative approach to the history of colonization in North and South America. Focusing on Spanish and English settlements, students will examine encounters between Europeans and indige-



nous peoples, the development of economic practices and social systems such as the *encomienda*, the institution of slavery, and contrasts in gender roles and class structures. Allgor.

**His. 248-I United States Foreign Policy: 1898-1945**  
4 sem. hrs.

The United States at the start of the 20th century had become one of the world's leading industrial powers. Its growing economic and strategic interests in the global arena were considered by American leaders to be essential to internal stability and progress. This course explores that global involvement—its origins and underlying values—as well as ensuing problems, tensions, and conflicts that arose in relation to American diplomacy. A range of foreign policy issues, from the emergence of imperialism to the Cold War, will be considered. Liu.

**His. 249-I United States Foreign Policy: 1945-1989**  
4 sem. hrs.

The course examines the origins of the Cold War in the dramatically altered balance of international forces at the end of World War II. It explores the historical development of atomic and nuclear weapons and the changed historic circumstances engendered by those weapons. The course also examines the historic impact of Third World revolutions, as well as the surge toward detente, ending in the sudden termination of the Cold War in the Gorbachev era. Liu.

## Seminars

**His. 302 Seminar in Reforms and Revolutions in Asia**  
4 sem hrs.

A seminar examining revolutions and reforms in modern Asia focusing primarily on the watershed events occurring the the 20th century. Topics include comparisons between bloody or non-violent revolutions and gradual or radical reform. Liu.

**His. 330-I Seminar in the History of Women and Gender**  
4 sem. hrs.

This seminar offers advanced studies in the history of women's experience and the construction of gender. The course will draw upon one of a series of revolving themes including gender and consumer culture; women and education; gender and wear; women, work, and professionalization; and the suffrage movement. Prieto.

**His. 337-2 Seminar in Topics in Modern European History**  
4 sem. hrs.

An intensive study of a specific topic in modern European history. Topics vary from year to year, taking advantage of current issues in historiography and faculty expertise. Topics include Post-1989 Europe: New Identities; History and Memory; Eastern Europe: Post-Soviet Experience; War and Society. Gorman.

**His. 341-I Seminar in Early American History**  
4 sem hrs.

This course studies the development of a new society and culture in British America from the settlement of Jamestown in 1607 through the War for Independence. It will focus on varied developments in New England, the Middle colonies, and the South, with special attention to political institutions, social structure, race relations, and gender roles. Allgor.

**His. 343-I Seminar in Nineteenth-Century U. S. History**  
4 sem. hrs.

This seminar focuses on topics in the cultural, social, and political history of the United States during the course of the "long" nineteenth century, between the Jacksonian Era and the Jazz Age. Themes include the Market Revolution, territorial expansion and the frontier, antebellum culture, slavery and "free labor", reformers and radicals, and the Civil War era. Staff.

**His. 348-2 Seminar in Modern U. S. History**  
4 sem. hrs.

This seminar focuses on topics in the cultural, social, and political history of the United States after 1890. Themes include urbanization, Progressivism, immigration, the development of consumer culture, the Great Depression, Cold War culture, and movements for Civil Rights. Prieto.

## Independent Learning Courses

**His. 349-I, 2 Individual Study**  
4 sem. hrs.  
Staff.

**His. 350-I, 2 Independent Study**  
4 sem. hrs.  
Staff.

**His. 355-2 Directed Study: Senior Thesis**  
4 sem. hrs. Prereq.: Consent of the department.

Required for honors candidates in history. Includes a senior thesis and a comprehensive examination. N.B.: Honors candidates are required to register in His. 350, Independent Study, in the first semester of their senior years. Upon satisfactory completion of that course, candidates are then required to register in His. 355.

**His. 370-1, 2 Internship**  
8 sem. hrs. Prereq.: Consent of the department.

For students in history who engage in supervised on-the-job experience in some agency or organization associated with historical work. Internships are located in the Greater Boston area, and are not available during the summer. Staff.

**His. 380-1, 2 Field Work**  
4 sem. hrs. Prereq.: Consent of the department.

Similar to an internship, but requires a slightly different emphasis (on research) and a shorter commitment of time. Field work placements are in the Greater Boston area. Staff.

**His. 397-1 Historiography**  
4 sem. hrs.

This course is an analysis of history as process and product. Students discuss the assumptions and methodologies of historians from relatively early times to the present. What do historians debate about? How do the kinds of sources available to historians affect their views? Students use a variety of primary and secondary materials. Gorman.

## Program in International Relations

See Department of Political Science and International Relations, page 141.

## Department of Management

**Chair:** Moore

**Professors:** Betters-Reed, Warren

**Associate Professors:** Gillis, Moore, Sampson

**Visiting Professors:** Clarke, Harding

**Special Instructors:** Buck-Lew, Hartman, Kasuba, Litvin, Robinson, Surett, Swanson

**Staff Assistant:** Sadowski

Simmons College has been recognized as a leader in preparing women for careers in business and organizational management for almost 100 years. Our students develop competencies in specific areas of management and benefit from the breadth and creativity offered by a strong liberal arts and sciences background. Our program is designed to create a self-directed graduate who understands the particular challenges women face in the dynamic and multicultural workplace. She enters the job market confident that she knows herself and her skills well enough to compete and be competent—to be a leader—in whatever arena she may choose.

Global issues are integrated throughout the curriculum to ensure understanding of the international and cross-cultural context of business and management. Case study and other experiential forms of

learning are employed to develop critical thinking, problem solving, decision-making, and project management skills. Required internships allow students to apply course content in an organizational setting and examine possible career choices. Students graduate with a portfolio of course projects to demonstrate skills and competencies necessary for tomorrow's organizations.

The Department of Management offers four distinct majors: Management, Marketing, Retail Management, and Managerial Finance. Joint majors are also available in Arts Administration (see Department of Art and Music), Chemistry-Management (see Department of Chemistry), and Management Information Systems (in this section). Students are also encouraged to double major or minor with other programs such as Economics, Communications, English, Computer Science, etc., or explore combinations within our department. Minors are available in Management, Marketing, Retail Management, Managerial Finance, and Leadership for Women.

Students are advised to declare a management major or minor in their sophomore year so that a department adviser may be assigned. Please come to MCB E208 for assistance.



## Intra-Departmental Majors

### Prerequisites

The following required prerequisites for the four intra-departmental majors should be taken early in the student's academic planning.

### Departmental Prerequisites

Eco. 100	Principles of Microeconomics
Eco. 101	Principles of Macroeconomics (must be taken before Mgt. 250)
Mth. 118M	Introductory Statistics
CS 102	Problem Solving in a Computer Environment

### Departmental Core Requirements

Required core courses are designed to provide all management students with a foundation in the basic theoretical and applied functions of management. This five course common core for each of the four intra-departmental majors consists of the following:

Mgt. 100	Introduction to Management
Mgt. 110	Principles of Accounting
Mgt. 221	Managing the Diverse Workforce
Mgt. 250	Principles of Marketing
Mgt. 340	Strategic Management

### Independent Learning Requirement

The independent learning requirement will be satisfied by taking Mgt. 350, Independent Study, or Mgt. 370, Internship. Either course in conjunction with Mgt. 390, Advanced Management Seminar, will satisfy the College's independent learning requirement.

### Major in Management

Management is the principal activity that makes a difference in how well organizations serve people affected by them. Organizations today demand responsive leaders who can provide future vision, manage change, be entrepreneurial, manage across the organization and work effectively with a diverse workforce.

The Management major prepares women to assume managerial leadership positions in a variety of organizations: entrepreneurial ventures, large corporations, and not-for-profits. Students are provided with an understanding of managerial roles, activities and the functions of business. Particular emphasis is given to understanding oneself and others in a globally competitive and multicultural world. Graduates of this program are generalists that can think critically, make

ethical decisions, reason quantitatively, and communicate effectively about complex organizational issues.

There are unlimited opportunities today for women in management. Graduates with this major have been successfully placed in high technology, financial services, health care, and communications. Electives offer students the opportunity to specialize in human resource management, international or cross-cultural management. Careful consultation with one of the management advisers will allow students to take advantage of the many creative interdisciplinary options available at Simmons.

### Major Requirements

Mgt. 234	Organizational Communication and Behavior
Mgt. 260	Principles of Finance
Mgt. 390	Advanced Management Seminar

### Elective Requirements

The student will select two electives from the following list of courses which provide depth in specific management related areas:

Mgt. 125	The Manager and the Law
Mgt. 131	Managing Cultural Diversity in Organizations
Mgt. 180	Business Law
Mgt. 203	Leadership and Women
Mgt. 222	Human Resources Management
Mgt. 223	Labor Relations
Mgt. 226	Health Care Management
Mgt. 241	Special Topics in Global Marketing
Mgt. 243	Special Topics in Global Management
Mgt. 268	Management in East Asian Multinational Corporations
Mgt. 286	Management Information Systems
Mgt. 290	Special Topics in Management: Seminar
Mgt. 320	Groups and Organizational Change

### Major in Managerial Finance

The ability to understand and adapt to the global financial environment is critical to the success of any major organization. To succeed in any business, a manager must know how to evaluate a firm's financial needs, including cash flow, return on uses of cash, short- and long-term asset management, and issues of growth and capital structure. A degree in Managerial Finance can prepare a student to work in a corporate finance department, enter a management training program, work in a financial institution, or pursue a career in other segments of the financial services industry.

The Managerial Finance major consists of IO courses. Opportunities exist to tie an interest in managerial finance into other departments of interest such as economics and mathematics.

In addition to the Departmental prerequisites and core courses, students majoring in Managerial Finance will also complete the following major and elective requirements:

### Major Requirements

- Mgt. 234 Organizational Communication and Behavior (DWC)
- Mgt. 260 Principles of Finance
- Mgt. 390 Advanced Management Seminar

### Elective Requirements

A student will select two electives from the following list of courses, which will provide depth in the managerial finance area:

- Mgt. 205 Advanced Managerial Accounting
- Mgt. 207 Taxation
- Mgt. 286 Management Information Systems
- Mgt. 311 Investments
- Mgt. 315 Corporate Financial Planning and Strategy
- Eco. 231 Money and Banking

### Major in Marketing

As competition in the U.S. and the global marketplace, in both the profit and non-profit arenas, has heightened in the past decade, the importance of marketing as a critical discipline has increased as well.

Marketing today is characterized by the development of the global marketplace; by the dissolution of the mass market in the U.S. and its replacement by an array of market segments and subcultures; by the creation of "Green Marketing," ecomarketing, and a wave of consumerism; and by sweeping changes in technology and information capabilities. Communicating successfully in this multifaceted environment is a crucial skill.

Early planning of the marketing major is necessary for obtaining the appropriate course sequence and for maximizing the creative and flexible options available to the student. Careful choice of liberal arts and science courses would build a breadth and depth of understanding in some of the many areas which are so important in marketing: cultures, societies, economies, languages, arts, international and national politics, psychology, etc. There are also fine opportunities to tie an interest in marketing with other departments or programs. Among them are arts administration, com-

munications (particularly in the advertising and public relations areas), the Prince Program in Retail Management, international studies, economics, psychology, and chemistry, and any area where depth of interest in a discipline might lead to professional employment in that area. Course requirements and sequencing for this major allow for the possibility of a semester abroad in the junior year.

The marketing major consists of IO courses. In addition to the Departmental prerequisites and core courses, students majoring in Marketing will also complete the following major and elective requirements:

### Major Requirements

- Mgt. 234 Organizational Communications and Behavior (DWC)
- Mgt. 260 Principles of Finance
- Mgt. 390 Advanced Management Seminar

### Elective Requirements

The student will select two electives from the following list of courses which provide depth in specific marketing-related areas:

- Mgt. 230 Consumer Behavior
- Mgt. 231 Managing Marketing Communications
- Mgt. 233 Sales/Sales Management
- Mgt. 236 Retail Management
- Mgt. 241 Special Topics in Global Marketing
- Mgt. 330 Merchandising and Store Operation
- Mgt. 335 Marketing Research
- Mgt. 346 Current Topics in Retail Management

### Major in Retail Management

#### The Prince Program in Retail Management

**Director:** Susan D. Sampson

The Prince Program in Retail Management, established in 1905 by Lucinda Prince, has long been recognized as one of the country's most prestigious undergraduate programs specifically geared towards preparing women for a career in all aspects of retailing.

Retailing represents one of the most dynamic and important segments of the U.S. economy. Success in this industry greatly depends upon the retailer's ability to adapt to changing demographics and lifestyles, to respond quickly and effectively to global competition, to utilize the available technology, and to apply sound marketing and financial management. The Prince Program is designed to equip its graduates with the academic foundation required to succeed in this environment.



The requirements ensure that the student studies a core of both traditional management courses as well as specialized retailing courses. The student may choose from a selection of electives that prepares them for a career in store management or retail administration. She will participate in an internship at an established retail organization.

In addition to the Departmental prerequisites and core courses, students majoring in Retail Management will also complete the following major and elective requirements:

### Major Requirements

Mgt. 234	Organizational Communication and Behavior (DWC) (Strongly recommended)
Mgt. 236	Retail Management
Mgt. 346	Current Topics in Global Management
Mgt. 370	Internship

### Elective Requirements

Each student will select a store management or retail administration theme track and choose three courses from the elective courses:

#### Store Management Electives:

Mgt. 222	Human Resources Management
Mgt. 230	Consumer Behavior
Mgt. 233	Sales/Sales Management
Mgt. 260	Principles of Finance
Mgt. 320	Groups and Organizational Change
Mgt. 330	Merchandising and Store Operations
Mgt. 390	Advanced Management Seminar

#### Retail Administration Electives:

Mgt. 222	Human Resources Management
Mgt. 230	Consumer Behavior
Mgt. 231	Managing Marketing Communications
Mgt. 260	Principles of Finance
Mgt. 315	Corporate Financial Planning and Strategy
Mgt. 320	Groups and Organizational Change
Mgt. 335	Marketing Research
Mgt. 390	Advanced Management Seminar

### Prince Retail Advisory Board, 1998-1999

Angel Algeri	President, David Banash & Son, Inc.
Gilda Block	Owner, Gilda Block Creative Services

Pat Chadwick	Operating Vice President & General Manager, Bloomingdale's
Laura DeSimone	Vice President, Selling Services and Visual Merchandising, Bradlees
Eileen Gabriel	Vice President, Information Systems, Toys R Us
Judy George	Chair & Chief Executive Officer, Domain
Berna Goldstein	Executive Director, Wacoal America, Inc.
Carol Kee	Vice President of Operations, Filene's Basement
Michele Mandell	Senior Vice President of Stores, Talbots
Kathleen George Mason	President, TJX Industries, Inc.
Cathy Mills	Divisional Vice President & Director of Merchandising, JC Penney
Elizabeth O'Brien	Director of Merchandise Planning, Dansk International Designs
Donna Steele	Director of Stores and Merchandise, Christmas Tree Shops
Phyllis Wasserman	Vice President, Advertising, Staples

### Joint and Interdepartmental Majors Arts Administration

Please refer to the Department of Art and Music.

### Chemistry-Management

Please refer to the Department of Chemistry.

### Management Information Systems (MIS)

Management Information Systems (MIS) combines a knowledge of management with computer science and deals with the collection, analysis, processing, and dissemination of information within complex business organizations using computer technology. A business' information system has two basic components. The routine function of operational data processing includes traditional accounting functions. The second component, referred to as decision support, provides managers with information to help them make decisions. The MIS specialist must be aware of how pieces of information are interrelated, foresee future uses and

needs for information, and design flexible systems that will meet the various needs of the organization. The MIS specialist is needed in any organization using computer technology.

The MIS major includes five courses in management, five courses in computer science, and three prerequisite courses in other departments. MIS majors will usually arrange independent study and/or internships with an adviser in the Computer Science Program, with the consent of the Department of Management.

### Prerequisites

Eco. 100	Principles of Microeconomics
Eco. 101	Principles of Macroeconomics
Mth. 118M	Introductory Statistics

### Requirements

Mgt. 100	Introduction to Management
Mgt. 110	Principles of Accounting
Mgt. 234	Organizational Communication and Behavior (DWC)
Mgt. 260	Principles of Finance
Mgt. 286	Management Information Systems

### Computer Science

CS 112, 113	Introduction to Computer Science I, II
CS 232, 233	Data Structures and Analyses of Algorithms I, II
CS 333	Data Base Management Systems

For information about the joint mathematics-management major, or about the interdepartmental arts administration major, students should consult with the chairs of the departments involved.

### Minor for Majors

Only one minor, Leadership and Women, is available for students majoring in one of the four intra-departmental majors.

### Leadership and Women

Mgt. 100	Introduction to Management
Mgt. 203	Leadership and Women
Mgt. 221	Managing the Diverse Workforce
Mgt. 320	Groups and Organizational Change
plus an interdisciplinary elective (WSt., PolS., etc.)	

### Minors for Non-Majors

Minors in Management, Marketing and Managerial Finance consists of a three-course sequence in the Management Department and 2 elective courses chosen

in consultation with a minor adviser. The Retail Management minor consists of five required courses. Leadership for Women is the only minor available to intra-departmental majors. Stop by the Management Department, MCB E208, for assistance with this program option.

Students who want to acquire business fundamentals while pursuing a different major should consider any of the following minors:

### Leadership for Women

See above.

### Management

Mgt. 100	Introduction to Management
Mgt. 110	Principles of Accounting
Mgt. 250	Principles of Marketing
2 Management Electives	

### Managerial Finance

Mgt. 100	Introduction to Management
Mgt. 110	Principles of Accounting
Mgt. 260	Principles of Finance
2 Finance Electives	

### Marketing

Mgt. 100	Introduction to Management
Mgt. 110	Principles of Accounting
Mgt. 250	Principles of Marketing
2 Marketing Electives	

### Retail Management

Mgt. 100	Introduction to Management
Mgt. 110	Principles of Accounting
Mgt. 250	Principles of Marketing
Mgt. 236	Retail Management
Mgt. 346	Current Topics in Retail Management

### Courses

#### Mgt. 100-I, 2 Introduction to Management 4 sem. hrs.

This course is an introduction to the various functions, processes, and activities of the business manager in today's global marketplace. The course will place strong emphasis on such areas as understanding the global economy, developing cross-cultural and other skills necessary to compete successfully in this dynamic environment, managing diversity, and establishing ethical standards to guide the manager in her complex responsibilities. Litvin, Moore, Warren.



**Mgt. 110-1,2 Principles of Accounting**  
4 sem. hrs. Recommended prereq.: CS 102.

The object of this course is to develop knowledge of financial accounting procedures in order to be able to read, analyze and interpret a company's financial statements. This course provides an understanding of the basic concepts underlying accounting procedures (generally accepted accounting principles) and an introduction to those organizational controls necessary to assure reliable accounting data for use in decision-making. Upon completion, the student should be able to read, understand and use corporate annual reports for decision-making as either an investor or creditor, as well as a manager. The use of spreadsheet software is an integral part of the course. Gillis, Kasuba, Robinson.

**Mgt. 125-2 The Manager and the Law**  
4 sem. hrs.

A study of the underlying legal principles that affect the manager in her job opportunities. The student will learn her rights as a victim of crime, as a consumer, as a victim of an automobile accident and other forms of negligence and their rights under a contract. Students will explore how environmental regulations and administration agencies impact their roles as managers. Guest lecturers, cases, and field trips. Warren.

**Mgt. 131-2 Managing Cultural Diversity in Organizations**  
4 sem. hrs.

Students will explore the dynamics of race, ethnicity, nationality, age, sexual orientation, physical ability and other differences that exist in organizations. Discrimination, affirmative action, culture differences, power and multiculturalism will be examined. Traditional and emerging management approaches for addressing organizational diversity will be analyzed and critiqued on both a domestic and international level. Cultural diversity from a personal and professional perspective will be explored. Betters-Reed, Moore.

**[Mgt. 180-2 Business Law**  
4 sem. hrs. Not offered in 1998-99.]

A study of the legal principles governing business conduct and their impact on business policy. This course examines employer-employee and principal-agent relationships, environmental law, corporations, partnerships, real estate, personal property, landlord-tenant relationships, contracts, leases, legal substitutes for money, sales, insurance, bankruptcy, employment law, descendants' estates, and trusts. Guest lecturers, cases, and field trips. Warren.

**[Mgt. 203-2 Leadership and Women**  
4 sem. hrs. Not offered in 1998-99.]

This course provides students with the opportunity to explore, compare, and challenge contemporary perspectives on women and leadership. A primary focus will be on issues of race, gender, and class as they relate to how leadership is defined and enacted in both public and private sectors. Students will interact with leaders in the Boston and Simmons communities and also explore their own leadership potential. Betters-Reed, Moore.

**Mgt. 205-1 Advanced Managerial Accounting**  
4 sem. hrs. Prereq.: Mgt. 110.

Cost determination, procedures, controls, and analysis are developed by interpretation of the three cost elements: materials, labor, and overhead. Application to the job cost system, process cost system, and standard cost system. Emphasis on managerial usefulness of cost accounting data in the evaluation of alternative courses of action. Gillis.

**Mgt. 207-2 Taxation**  
4 sem. hrs. Prereq.: Mgt. 110.

This course studies the determination of taxable income and allowable deductions, gains and losses on sales and exchanges of property, and calculations of business income at the federal level. Although the primary emphasis is on individual taxation, the course also serves as an introduction to taxation of corporations and partnerships. Cases and other assignments focus on preparation of federal tax returns, tax planning, and finding solutions to tax problems by proper research methods. Gillis.

**Mgt. 221-I, 2 Managing the Diverse Workforce**  
4 sem. hrs. Prereq.: Junior standing (Mgt. 100 recommended, but not required).

This course focuses on the study of individual and organizational contexts of career management for women. Individual psychological barriers, as well as structural organizational and cultural barriers for women in their career choices, will be examined. Pluralism in organizations is explored through an analysis of gender differences primarily and other diversity factors such as age and ethnicity secondarily. Diversity among women is covered through exploration of women's experiences in organizations and management. Strategic implications for organizations and women managing their own diversity as colleagues and future managers provides a framework for individualized career planning. Betters-Reed, Moore.

**Mgt. 222-2 Human Resources Management****4 sem. hrs. Prereq.: Mgt. 100.**

The purpose of this course is to survey the functions, processes, and techniques of human resources management from the perspective of human resource systems used and implemented by managers and human resource professionals. It also discusses human resource issues as they are viewed from the employees' perspective. Topics such as job analysis, planning, staffing, training, performance appraisal, compensation, and labor relations will be examined. Issues associated with the quality in the workplace, as well as new directions for HRM in the next century will also be discussed. The courses take both a national and international perspective on human resource issues. Cases, lectures, discussion, guest speakers, and experiential exercises will be used. Moore, Warren.

**[Mgt. 223-2 Labor Relations****4 sem. hrs. Not offered in 1998-99.]**

Concentration primarily on the difficulties that arise in the administration of the collective-bargaining relationship. The history and important characteristics of the American labor movement; special problems concerned with management of labor relations under a collective-bargaining agreement. Examination of the relationship between union-management relations and public policy. These areas are examined through the use of cases, role playing, guest lecturers, and field trips. Warren.

**[Mgt. 226-1 Health Care Management****4 sem. hrs. Not offered in 1998-99.]**

The purpose of this course is to examine the structure, functions, dynamics, and issues of the United States health care delivery system in terms of its managerial aspects. Topics include organizational structure of health care providers, managerial models and functions, staffing, strategic planning, financial management, marketing of health care providers, and corporate reorganization (profit and nonprofit providers). Staff.

**Mgt. 230-1 Consumer Behavior****4 sem. hrs. Prereq.: Mgt. 250.**

A behavioral approach to marketing and the consumer. The individual as a psychological entity is the unit of study. Discussion of the following areas as they pertain to consumer behavior: cognition, learning, motivation, and personality; attitudes and attitude change; group memberships and influences; social class and lifestyle; and impact of culture. Lectures, cases, and field trips. Harding, Sampson, Warren.

**Mgt. 231-1 Managing Marketing Communications****4 sem. hrs. Prereq.: Mgt. 250.**

Managing the communications process as a marketing tool is studied with emphasis on planning and executing communications programs in support of marketing objectives: setting attainable communications goals and objectives; developing advertising, message, and media strategies; executing the plan; budgeting; and evaluating results. Ethical and moral issues are integrated throughout. As a major project students prepare a complete marketing communications plan and create a campaign incorporating the elements of the communication mix. Harding.

**[Mgt. 233-2 Sales/Sales Management****4 sem. hrs. Not offered in 1998-99.] Prereq.: Mgt. 250.**

This course helps the student to develop an understanding of the functional areas of professional selling and sales management. Some of the topics covered include organizational accounts, sales, sales force staffing, sales training, sales force motivation, sales forecasting and planning, sales support techniques, and sales management controls. Harding, Sampson.

**Mgt. 234-1,2 Organizational Communication and Behavior (DWC)****4 sem. hrs. Prereq.: Junior or senior standing.**

This course focuses on interpersonal, group, and organizational written and oral communication within a multicultural business context. Students will assess current strengths and areas of improvement in all areas of communication. The role of the individual as a communicator will be examined through interpersonal, group and organizational systems. Efficient and effective use of communications media in organizations will be presented. Betters-Reed, Moore.

**Mgt. 236-1 Retail Management****4 sem. hrs. Prereq.: Mgt. 100.**

This course provides the student with a broad view and an understanding of the forces which shape retail competition. In addition to providing comprehensive coverage of the principles of retailing, the course will address the changes in the marketing environment, the diversity of the retail industry, consumer behavior, merchandising, buying, and the tools available for improving retail profitability, including the use of computerized spreadsheets. Sampson.



### **[Mgt. 241-1 Special Topics in Global Marketing**

**4 sem. hrs. Not offered 1998-99.] Prereq.: Mgt. 250.**

This course provides a managerial perspective regarding the issues associated with the marketing of goods and services across national boundaries. The focus is upon such areas as identifying and assessing opportunities in the global marketplace, developing and adapting specific strategies in response to specific market needs, and coordinating marketing strategies in the global business environment. The course culminates with the preparation of a comprehensive marketing project. Swanson, Warren.

### **Mgt. 243-1 Special Topics in Global Management**

**4 sem. hrs. Prereq.: Mgt. 100.**

This course examines the unique environment in which the global business is conducted, the alternative policies and strategies which can accommodate global operations, and the concerns and management of functional disciplines. The principal elements affecting the conduct of international business are reviewed from both a macro and a micro perspective, utilizing a combination of cases, lectures, and individual research projects. Betters-Reed, Robinson, Warren.

### **Mgt. 250-1, 2 Principles of Marketing**

**4 sem. hrs.**

An introduction to the principles of marketing from a global perspective, this course provides students with an understanding of the dynamic and complex nature of marketing decision-making. Students create a marketing plan which synthesizes concepts learned throughout the course and demonstrates cohesive planning ability from strategy to implementation. Harding, Sampson.

### **Mgt. 260-1,2 Principles of Finance**

**4 sem. hrs. Prereq.: Mgt. 110.**

The objective of this course is to develop skills necessary to use accounting and other financial data for decision-making. The course studies how financial management uses data for decision-making and control. Topics covered include cost behavior patterns, manufacturing operations, working capital management, operating budgets, financing capital investments, and capital structure. The use of spreadsheet software is an integral part of the course. Robinson.

### **Mgt. 268-2 Management in East Asian Multinational Corporations**

**4 sem hrs.**

The emergence of the Pacific rim as a major global market is due, in part, to the role of the region's multinational corporations. This course explores the management styles and practices of these companies, in the context of cultural factors, economic policies, and political and legal factors. Emphasis will be on Japan, Hong Kong, Korea, Taiwan, and Singapore. The course utilizes a combination of lectures, cases, and individual research projects. Robinson.

### **[Mgt. 286-1 Management Information Systems**

**4 sem. hrs. Not offered 1998-99.] Prereq.: Mgt. 100 and CS 102.**

This course is intended to provide students with an understanding of the role of computer-based information systems in business organizations. Emphasis is placed on management concepts fundamental to business applications and management control of information systems. The focus of the course is on problem solving and analysis of business problems through the use of case studies. Buck-Lew.

### **[Mgt. 290-1, 2 Special Topics in Management: Seminar**

**4 sem. hrs. Not offered 1998-99.] Prereq.: Consent of the instructor.**

This course is designed to cover current trends in management and other topics in which students express interest that are not a part of other course offerings. Past (and potential future) topics include corporate financial strategy, planning and modeling, controllership, health care management systems, and entrepreneurship. Staff.

### **[Mgt. 311-2 Investments**

**4 sem. hrs. Not offered 1998-99.] Prereq.: Mgt. 260.**

This course provides an understanding of the valuation of securities, and provides experience in the process of buying and selling securities. The student gains hands-on experience making real estate investments in the Iowa Electronic Markets by trading securities with other students and faculty around the world. The student is well grounded in portfolio theory, while she acquires the practical experience vital to the investment professional or sophisticated private investor. Staff.

**Mgt. 315-1 Corporate Financial Planning and Strategy****4 sem. hrs. Prereq.:** Mgt. 110.

This course is designed to provide the student with a thorough grounding in financial analysis theory and practice using computer-based modeling. Students will prepare and present solutions to cases that address short-term and long-term asset management, issues of growth, capital structure, and dividend policy. Staff.

**[Mgt. 320-1 Groups and Organizational Change****4 sem. hrs. Not offered 1998-99.]**

This course will focus on advanced theory of group behavior as it relates to leading organizational change. Intensive study of groups and leadership theory as it relates to organizational development and change will be discussed. Particular emphasis will be given to understanding the conceptual and managerial issues in understanding cross-cultural differences in a domestic and international context. Betters-Reed, Moore.

**Mgt. 330-2 Merchandising and Store Operations****4 sem. hrs. Prereq.:** Mgt. 236.

This course covers concepts, calculations and strategies necessary for successful merchandising, including techniques of planning, buying pricing, promotion and control. Emphasis is placed on merchandising math principles and the role they play in making a profit. Students also study effective store management techniques and cover such topics as store organization, human resource management, personal selling, store layout, merchandise handling, visual merchandising, loss prevention, budget procedures and controls, and credit and customer service. Sampson.

**Mgt. 335-2 Marketing Research****4 sem. hrs. Prereq.:** Mgt. 250.

The concepts and applications of marketing research are introduced through the marketing management approach. The course emphasizes basic methodology and how the special techniques used in research procedures apply to marketing, advertising and sales, questionnaire design, product design, and survey techniques. Lectures, cases, field trips, and a project. Harding, Sampson.

**Mgt. 340 Strategic Management****4 sem. hrs. Prereq.:** Completion of all other core courses and senior standing.

This course provides experience in applying management, marketing and financial concepts to advanced managerial problems in both large and small, profit and not-for-profit organizations. Strategic planning perspectives and concepts are applied through extensive case studies and readings. This course requires integration of previous management courses and must be taken prior to Mgt. 390. Betters-Reed, Staff.

**Mgt. 346-2 Current Topics in Retail Management****4 sem. hrs. Prereq.:** Mgt. 100 and Mgt. 236.

This course focuses on the key issues facing the retail industry, including the application of technology, the impact of globalization, the emergence of direct retailing, merchandise control, and franchising. The course will be case-oriented and include guest speakers from the industry. Students will be required to complete a comprehensive retailing project. Sampson.

**Mgt. 350-1, 2 Independent Study****4 sem. hrs.**

A student may do an independent study under the supervision of a member of the department. Subject, form of report, etc., will be arranged with the supervising faculty member. Staff.

**Mgt. 370-1, 2 Internship****8-16 sem. hrs. Prereq.:** Mgt. 234, senior standing, declared major in the department and recommendation of adviser, or consent of internship coordinator.

An 8-16 semester hour internship program providing supervised work experience for majors. Students are required to work approximately 20-40 hours a week (depending on credit hours) in profit or non-profit organizations in positions related to their career goals. Although most internship opportunities available through the Department are located in the Greater Boston area, opportunities do exist for an internship through Richmond College in London, England. In addition, the Department maintains a list of nationally competitive internship opportunities. Most internships will take place during the fall or spring semester. A required orientation meeting is held approximately mid-way through the semester preceding the student's internship. In addition to the work experience, which must be approved by the internship coordinator, the



course requires completion of a journal/workbook related to the student's specific major as well as other business functional areas, group meetings, and development and identification of a "portfolio of skills." Gillis.

### **Mgt. 380-I, 2 Field Experience**

4 sem. hrs.

Individual field experience similar to an internship, but emphasizing research. The project should be arranged with a supervising faculty member. Not available during the summer. Staff.

### **Mgt. 390-I, 2 Advanced Management Seminar**

4 sem. hrs. Prereq.: Completion of the core courses for the department and required electives or consent of the instructor, senior standing.

This integrative seminar builds upon the cross functional strategic theory presented in Mgt. 340. It requires and applies a knowledge of analytical, behavioral and conceptual areas of management. Students will work in project groups throughout the semester to develop a business proposal, conduct an industry analysis, conduct market research and develop a business plan. Current readings and experiential assignments in organizational leadership and strategy will complement the semester-long project.

As a result of curriculum planning efforts, the following courses will be dropped in the year 2002.

Until that time, students will be allowed to take these courses (as they are offered):

Mgt. 120	Financial Accounting (replaced by Mgt. 110)
Mgt. 121	Managerial Accounting
Mgt. 200	Intermediate Accounting
Mgt. 201	Intermediate Accounting II
Mgt. 210	Financial Markets
Mgt. 240	Managerial Finance (replaced by Mgt. 260)
Mgt. 308	Auditing
Mgt. 309	Advanced Accounting
Mgt. 345	Marketing Management and Competitive Strategy (replaced by Mgt. 340)

### **Post-Baccalaureate Program Leading to a Diploma**

The department offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely nonprofessional in scope. The department's program permits concentrated study in management, managerial finance, or marketing, and leads to the Diploma in Management. A total of 32 semester hours of work is required, of which 24 semester hours must be taken in the field of major. Each student's program is planned in consultation with the chair of the department, and may include any courses for which prerequisites are satisfied.

The program's flexibility permits the selection of courses to meet varying objectives of individual students.

## **Department of Mathematics and Computer Science**

**Chair:** Beers

**Professors:** Beers, Browder, Brown, Goldman, Menzin

**Associate Professor:** Tis

**Staff Assistant:** Lynch

This department offers majors and minors in Mathematics and Computer Science. It also has joint majors in Economics and Mathematics and in Management Information Systems.

### **MATHEMATICS**

#### **Major in Mathematics**

The increasing complexity of society has made the mathematical sciences important for people trying to

solve problems not only in the sciences, but also in the social sciences and management. In addition, the pure mathematical areas continue to appeal to many as an intellectual discipline, art form, or game. The major in mathematics is designed to provide a strong background in various mathematical sciences and their applications. Through her choice of electives, a student may prepare for graduate work or careers in statistics, scientific programming, operations research, or teaching.

Furthermore, there are many opportunities for students who are interested in combining mathematics with other disciplines. Joint and double majors exist with the Biology, Chemistry, Computer Science, Economics, Education and Human Services, Management, Nursing, and Psychology departments. Other fields may also be combined fruitfully with mathematics. Students interested in such majors should consult with the chairs of the departments involved.

**Requirements.** The major in mathematics begins with the calculus sequence: Mth. 120, 121, and 220. Other required courses are: Mth. 210, 211 (normally taken in the sophomore year), Mth. 320 (junior or senior year), and CS 112 (may be taken as early as the freshman year; under certain circumstances a student may be permitted to substitute another programming course for CS 112). In addition, at least three electives will be selected from the following courses: Mth. 310, 311, 316, 317, 321, 328, 329, and 338. A mathematics major must take at least one full-year sequence selected from the following courses: Mth. 310-311, Mth. 320-321, or Mth. 328-329. The one-year sequence may include courses counted as electives. Finally, at least four semester hours of independent learning must be completed in mathematics. The choice and timing of electives must be approved by the student's adviser. With approval of the chair, a mathematics course numbered 349, 350, or 390 may be used as one of the three electives.

**Independent Learning.** Mth. 310, 317, 338, and 390 require a large degree of independent work and may be used to fulfill the independent learning requirement, as may Mth. 350.

## Joint Major in Economics and Mathematics

This specialization affords students interested in careers in business, the financial services, government and the nonprofit sector the opportunity to pursue an area of applied mathematics. The joint major in economics and mathematics provides students the mathematical and statistical tools and concepts needed for economic analysis. For complete information on this major, see page 62.

## Minor in Mathematics

A mathematics minor consists of a sequence of five courses which shall include 211 and 220, but not include any math course numbered lower than Math 120.

## Integrated BS/MS Program

Two specific programs exist which permit students to obtain BS and MS degrees in less time than it would take to do the programs separately. Students begin the MS degree program during their junior and senior years. The BS/MS program in Education is described under the Department of Education and Human Services. The BS/MS program in Information Technology prescribes a set of courses in a five-year program leading to a BS in one of the sciences and MS in Library and Information Science. Information about this program can be obtained from the science

department of interest or from the Graduate School of Library and Information Science. These programs prepare students for careers in which there is significant demand for qualified people.

## All-College Requirement of Competency in Basic Mathematics

As of September 1996, the Competency in Basic Mathematics Requirement will replace the former Quantitative Skills Requirement for all students. Students may satisfy the Competency in Basic Mathematics Requirement in any of the following ways:

1. Passing a Mathematics Competency Test designed and offered by the Department of Mathematics and Computer Science. The Department usually offers the test during orientations in June, July, September, and January—and again in November and April. A student can take the test at most three times.

2. Achieving a grade at the 75th percentile or higher on either the Math SAT Exam, the ACT exam, or a Mathematics Achievement Test; or a grade of 3 or higher on an AP Calculus exam.

3. Passing Math 101 or Math 102, or a higher level math course at Simmons College.

4. Presenting evidence to the Chair of the Department of Mathematics and Computer Science of having passed, at another college, a mathematics course at the level of Math 101 or higher.

Only courses and scores taken within seven years will be accepted in fulfillment of the Competency in Basic Mathematics requirement.

## Courses

### Mth. 101-I, 2 Introduction to Mathematics: Level I

4 sem. hrs. Prereq.: Recommendation of the department.

Review of arithmetic, including percents, proportion, and geometric formulae. Equations, polynomials, rational expressions, and problem solving. Staff.

### Mth. 102-I Introduction to Mathematics: Level II

4 sem. hrs. Prereq.: Recommendation of the department.

Review of topics from algebra, including equations, polynomials, graphing, systems of equations, rational expressions, inequalities, functions, and problem solving. Staff.



**Please note:** The requirement in basic math skills may be fulfilled by the satisfactory completion of either Mth. 101 or 102. However, since there is considerable overlap in Mth. 101 and 102, no student may receive credit for both courses. Placement into Mth. 101 or 102 will be determined by the department, usually through the Mathematics Competency Test.

### **Mth. 106-2 Precalculus**

**4 sem. hrs. Prereq.:** Recommendation of the department or completion of the Competency in Basic Mathematics Requirement.

Study of algebra and functions in preparation for calculus. Topics include the real number system; algebraic manipulation of polynomials and rational functions; functions and their graphs; trigonometry; applications. Staff.

### **Mth. 112-1 Chance**

**4 sem. hrs. Prereq.:** High school algebra and completion of the Competency in Basic Mathematics Requirement.

Through case studies students will learn the basic concepts of statistics and probability and acquire experience and confidence in assessing quantitative arguments. Six or seven significant applications of statistics such as the death penalty and race, and settling disputed authorship claims, will be studied. The course will be of particular interest to students in the humanities and the social sciences. Goldman.

### **Mth. 118-1, 2 Introductory Statistics**

**4 sem. hrs. Prereq.:** High school algebra and completion of the Competency in Basic Mathematics Requirement.

Intended primarily for students in the biological, behavioral, or social sciences. Elementary principles of probability, binomial and normal distributions; sample statistics; estimation and testing of statistical hypotheses; linear regression and correlation. Does not count toward mathematics major. Staff.

### **Mth. 119-1, 2 Mathematics of Decision Making**

**4 sem. hrs. Prereq.:** Mth. 118; sophomore standing or consent of the instructor and completion of the Competency in Basic Mathematics Requirement.

Linear programming, Bayesian statistics, and other mathematical models useful for decision making. Topics are logically developed and then applied to problems in management, social science, and behavioral science. Does not count towards mathematics major. Staff.

### **Mth. 120-1 Calculus I**

**4 sem. hrs. Prereq.:** Mth. 106 or recommendation of the department and completion of the Competency in Basic Mathematics Requirement.

Analytic geometry, functions, limits and continuity, and differential calculus. Applications to extrema, physical problems, etc. Staff.

### **Mth. 121-2 Calculus II**

**4 sem. hrs. Prereq.:** Mth. 120 or equivalent.

Integral calculus and applications to area, volume, etc. Transcendental functions, techniques of integration, polar coordinates, and improper integrals. Staff.

### **Mth. 210-1 Discrete Methods**

**4 sem. hrs. Prereq.:** Sophomore standing and Mth. 121 or equivalent.

Combinatorial problem solving and graph theory. Topics include permutations, combinations, trees, binomial and multinomial coefficients; elementary probability; inclusion/exclusion, recurrence relations; basic graph theory; chains, paths, connectedness circuits; models and applications. Beers.

### **Mth. 211-2 Linear Algebra**

**4 sem. hrs. Prereq.:** Sophomore standing or consent of the instructor and completion of the Competency in Basic Mathematics Requirement.

Real vector spaces, linear transformations, inner products, matrix theory and determinants, and applications. Selected topics from complex vector spaces, dual spaces, differential operators, etc. Beers.

### **Mth. 218-2 Statistics in Research**

**4 sem. hrs. Prereq.:** Mth. 118 and junior standing or consent of the instructor.

Course covers modern statistical techniques, including simple and multiple regression, analysis of variance, contingency tables, and experimental and quasi-experimental designs. Sampling plans. Makes use of a statistical computer package. Does not fulfill requirements of mathematics major. Goldman.

### **Mth. 220-1 Multivariable Calculus**

**4 sem. hrs. Prereq.:** Mth. 121 or equivalent.

Vectors and analytic geometry in three dimensions. Partial derivatives, multiple integration, sequences and series, and ordinary differential equations. Browder.

**Mth. 310-1 Algebra I: Ring Theory and Number Theory**

4 sem. hrs. Prereq.: Mth. 210 and Mth. 211.

Review of set theory; rings and ring homomorphisms and examples; Euclidean division algorithm; prime factorization and Chinese remainder theorem with applications to cryptography; Peanos postulates, leading to a description of the integer, rational, real, and complex number systems; Fermat's Little Theorem; Euler phi function; linear and quadratic residues. Menzin.

**[Mth. 311-2 Algebra II: Group Theory and Applied Algebra**

4 sem. hrs. Not offered 1998-99.] Prereq.: Mth. 310.

Groups and group homomorphisms; quotient groups and finite simple groups; applications to coding theory, including Hamming codes; applications of matrices to block codes and graph theory; semi-groups and finite state machines; as time allows, topics on Turing machines and automata.

**[Mth. 316-1 Differential Equations**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Mth. 220 or consent of the instructor.

The study of ordinary differential equations. Emphasis on methods of solutions, as well as applications. Topics will include first-order differential equations, linear differential equations, existence theorems, linear systems, series solutions, boundary value problems, and numerical solutions. Introduction to partial differential equations. Staff.

**[Mth. 317-2 Numerical Methods**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Mth. 211, Mth. 220, and CS 112.

Numerical solutions of polynomial equations: differences and interpolation, numerical differentiation and integration, and extensive programming. Staff.

**Mth. 320-1 Introduction to Real Analysis I**

4 sem. hrs. Prereq.: Mth. 220 and Mth. 211.

Preliminary discussion of set theory: the set of real numbers, sequences and series, elementary topology of the real line, and continuity of functions of a real variable. Browder.

**Mth. 321-2 Introduction to Real Analysis II**

4 sem. hrs. Prereq.: Mth. 320.

Continuity and differentiability of functions of a real variable: spaces of continuous functions, measure theory, and introduction to Lebesgue integration. Browder.

**[Mth. 328-1 Probability Theory**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Mth. 220.

General probability distributions: moments and moment-generating functions, transformation of variables, addition and limit theorems, and stochastic processes. Goldman.

**[Mth. 329-2 Mathematical Statistics**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Mth. 328.

Point and interval estimation: principles of estimation, tests of hypotheses, Neyman-Pearson theory, likelihood ratio tests, sequential tests, nonparametric tests, decisions functions, and Bayes solutions. Goldman.

**Mth. 338-2 Mathematical Modeling**

4 sem. hrs. Prereq.: Mth. 210, Mth. 211, and Mth. 220.

Topics for this seminar will be chosen from graphs (traffic control, social groups, transportation), simulation, stochastic models, game theory, differential equation models, linear programming, input/output models, queues, epidemics, population growth. Menzin.

**Mth. 349-1, 2 Individual Study**

4 sem. hrs.

Staff.

**Mth. 350-1, 2 Independent Study**

4 sem. hrs.

Staff.

**Mth. 370-1, 2 Internship**

8 sem. hrs. Prereq.: Consent of the department.

**[Mth. 390-1 Senior Seminar**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Mth. 120 or recommendation of the department.

An advanced topic in mathematics will be investigated by students, with emphasis on developing research skills. Staff.

**Mth. 400-2 Special Topics in Mathematics**

4 sem. hrs. Prereq.: One semester of calculus.

This course is intended for MAT students who are preparing to become teachers of mathematics. The topic varies from year to year according to the interests and needs of students. Possible topics are drawn from the required competency areas for mathematics teachers which include: algebra, geometry, number theory, and discrete mathematics. Beers.



## COMPUTER SCIENCE

### Major in Computer Science

The computer science major prepares women for entry into the rapidly growing fields of computer science and computer applications. It provides training in the major areas of computer science as delineated in the 1996 Revised ACM-IEEE Model Curriculum recommendations; it also provides an opportunity to pursue an interest in computers within the context of another academic discipline.

In addition to exposing students to the important areas and processes in computer science, the major is designed to develop the student's problem-solving and communication skills through the use of significant projects.

**Requirements.** A major in Computer Science requires the following courses:

CS 112-113	Introduction to Computer Science I-II
CS 226	Computer Organization and Architecture (previously CS 126)
CS 227	Computer Systems
CS 232-233	Data Structures and Analysis of Algorithms I-II
CS 330	Structure and Organization of Programming Languages (previously CS 142)
CS 345	Operating Systems (previously CS 195)

and the following courses in other disciplines:

Mth. 210	Discrete Mathematics
Phl. 225	Moral Issues in Advanced Technology

**Please note:** For students entering after May 1997, Mth. 120-121 (Calculus I-II) are prerequisites for Mth. 210. In addition, students will take two electives from:

CS 320	Computer Graphics
CS 333	Data Base Management Systems
CS 343	Systems Analysis
CS 348	Artificial Intelligence

A student will normally take CS 112-113 and Mth. 120-121 as a freshman; CS 226-227 and CS 232-233 (in either order) as a sophomore and junior; Mth. 210 as a sophomore; Phl. 225, CS 330, CS 345, and her electives in her junior and senior years. Students who entered prior to September 1993 may substitute a third CS elective for CS 113.

### Major in Management Information Systems (MIS)

This joint major is designed for students who are interested in both management and computer science. Management Information Systems (MIS) is a well established field that deals with the organization and flow of information, typically in very large quantities. The MIS analyst must be able to assemble information from people working in all parts of a business. An MIS analyst analyzes, organizes, and abstracts the relations in pieces of information, foresees future uses of the raw data, and designs systems that are both flexible and efficient. This career may be pursued in an industrial setting or in a nonprofit environment, such as a hospital.

**Requirements.** The MIS major includes five courses in management, five courses in computer science, and three prerequisite courses in other departments. For complete information see page 102.

### Minor in Computer Science

A minor in computer science consists of a sequence of five courses which includes CS 112-113, either CS 226-227 or CS 232-233, and one other computer science course other than CS 101 or 102.

### Integrated BS/MS Program

Two specific programs exist which permit students to obtain BS and MS degrees in less time than it would take to do the programs separately. Students begin the MS degree program during their junior and senior years. The BS/MS program in Education is described under the Department of Education and Human Services. The BS/MS program in Information Technology prescribes a set of courses in a five-year program leading to a BS in one of the sciences and MS in Library and Information Science. Information about this program can be obtained from the science department of interest or from the Graduate School of Library and Information Science. These programs prepare students for careers in which there is significant demand for qualified people.

### Courses

#### CS 101-2 Computers and Computer Programming 4 sem. hrs.

Introduction to the powers and limitations of computers and the role of computers in society. Analysis of problems for computer solution; programming in HyperCard on the Macintosh. Problems will be drawn from a wide variety of fields; no special background knowledge is assumed. Weekly laboratories. Staff.

**CS 102-1, 2 Problem-Solving in a Computer Environment****4 sem. hrs.**

This course focuses on the use of contemporary computer-based modes of inquiry and analysis to solve problems in a variety of disciplines. Students will find information on the World Wide Web, use spreadsheets and graphical and statistical packages to analyze it quantitatively, and present a report using presentation graphics. Includes understanding architecture of the Internet, and how computers store and manipulate data, but emphasizes problem-solving. Staff.

**CS 112-1 Introduction to Computer Science I****4 sem. hrs.**

Introduction to computer science and programming in a modern programming language. Programs will be designed in context of contemporary practices—modular, object-oriented projects. A range of programs will expose students to a broad range of computer science topics including computer graphics, database systems, human computer interactions and user interfaces, elements of computer architecture, structure of programming languages, software engineering, and ethical issues. Students will complete a significant project in each semester. Weekly laboratories. Brown.

**CS 113-2 Introduction to Computer Science II****4 sem. hrs. Prereq.: CS 112.**

Continuation of CS 112. Weekly laboratories. Brown.

**CS 226-1 Computer Organization and Architecture****4 sem. hrs. Prereq.: Mth. 210, which may be taken concurrently.**

Levels of computer organization and architecture from digital electronics to higher level logic and memory circuits; organization of these elements into a computer architecture. Students will learn elements of machine and assembly language, but predominant language in course will be C. Weekly laboratories. Tis.

**CS 227-2 Computer Networks****4 sem. hrs. Prereq.: CS 112 and CS 226.**

Introduction to the concepts and implementations of computer networks. Tracing the evolution from early networking to the emerging technologies that will dictate computational models at the beginning of the 21st century, this course will cover basic data communica-

tion concepts, layered architectures, LANs, WANs, internetworking, security models, the Internet, intranets, network management, and network design considerations. Weekly laboratories. Tis.

**CS 232-1 Data Structures and Analysis of Algorithms I****4 sem. hrs. Prereq.: CS 113 and Mth. 210, which may be taken concurrently.**

Abstract data types and objects. Linked lists, stacks, queues, graphs, trees. Hashing and methods of information retrieval. Searching and sorting. Pattern matching. Computational complexity. Applications to both computer science and commercial problems. A major team project is completed in each semester. Weekly laboratories. Tis.

**CS 233-2 Data Structures and Analysis of Algorithms II****4 sem. hrs. Prereq.: CS 232.**

Continuation of CS 232. Weekly laboratories. Tis.

**[CS 320-1 Computer Graphics****4 sem. hrs. Not offered in 1998-99.] Prereq.: CS 113, CS 226, and CS 232.**

Theory and application of computer graphics. Survey of computer graphics media. Modeling and image formation; viewports, windowing, segmentation; geometrical transformation and image manipulation; translations, scaling, rotations, zooming. Hardware considerations, display technologies, interaction devices, vector and raster scan technologies, color, animation techniques. Projects involving graphics applications in various fields. Weekly laboratories. Staff.

**[CS 330-1 Structure and Organization of Programming Languages****4 sem. hrs. Not offered in 1998-99.] Prereq.: CS 232 and CS 226.**

Comparison of a variety of languages with respect to control structures, data structures, and actual implementation. Formalism for language specification. Context-free and ambiguous language. Staff.

**[CS 333-2 Data Base Management Systems****4 sem. hrs. Not offered in 1998-99.] Prereq.: CS 232.**

Comprehensive examination of data base management systems (DBMS), including logical and physical organization of data bases, three major kinds of DBMSs, comparisons of languages for data description and retrieval, handling of concurrency and security issues,



and appropriateness of each major type of DBMS. Emphasis on SQL and relational systems. Major project. Weekly laboratories. Staff.

### **CS 343-1 Systems Analysis**

**4 sem. hrs. Prereq.:** Knowledge of a high level programming language such as BASIC or Pascal, and either Mgt. 286 or CS 333.

Gathering information for a complex system, writing specifications, analyzing the information and designing the system. Major tools such as data flow diagrams and Jackson-Orr diagrams will be used. Team Project. Staff.

### **[CS 345-2 Operating Systems**

**4 sem. hrs. Not offered in 1998-99.] Prereq.:** CS 226, CS 232, and Phl. 225.

The function of operating systems. Concurrent processes. The system nucleus. Memory management, I/O, the file system, resource allocation, and scheduling, security, and concurrency. The command processor. Detailed study of the UNIX system. Weekly laboratories. Staff.

### **CS 348-2 Artificial Intelligence**

**4 sem. hrs. Prereq.:** CS 233.

This course is designed to give a senior level student a broad introduction to the basic techniques used today in building intelligent computer systems. Topics include state-space representations, knowledge representations, heuristic search, predicate calculus, resolution theorem-proving, and Horn clause theorem provers. We will also discuss topics in knowledge-based expert systems, natural language processing, and robotics. Weekly laboratories. Staff.

### **CS 349-1, 2 Individual Study**

**4 sem. hrs. Prereq.:** Consent of the instructor.

### **CS 350-1, 2 Independent Study**

**4 sem. hrs. Prereq.:** Consent of the instructor.

### **CS 370-1, 2 Internship**

**8 sem. hrs. Prereq.:** Senior standing and consent of the department.

## Department of Modern Languages and Literatures

**Chair:** Halty

**Professors:** Halty, Treacy

**Associate Professors:** Cohen,\*\* Fraioli, Keane

**Assistant Professors:** Liu, Peláez-Benítez, Pulgarín

**Director of MATESL Program:** Abraham

**Administrative Assistant:** Grillo

**Resident Director of Córdoba Program:** Pulgarín

**\*\*On sabbatical leave second semester 1998-99.**

Courses are offered at different levels in Chinese, French, German, Italian, Japanese, and Spanish to enable a student to strengthen her command of languages already studied or to begin the study of an additional modern language. These courses are planned so that a student learns to speak and understand, as well as to read and write, with increasing facility and accuracy. As a student becomes familiar with a particular language, she develops an understanding of the nature of language in general. By studying literary works in the original language, a student acquires an ability to read with enjoyment and full comprehension. She also develops knowledge of the intellectual and social history of the people who speak the language. Moreover, the knowledge and experience obtained in the critical

reading of the major works of foreign literature permanently extend the range of a student's resources in the humanities and provide a means and taste for developing them further.

A student may elect courses in a modern language and literature as part of her liberal education, or she may select a modern language as her major with some career objective in mind. A student may combine the special study of a modern language with diverse majors in career areas; for example, in social sciences, in science, or in other fields within the humanities. A major in French or Spanish, when combined with a major in the humanities, social sciences, or management, will prepare a student for careers in government service in the United States and abroad, employment as a translator for publishers or international agencies, or graduate study. Language study is of particular interest to international relations majors. In addition, the field of international business offers excellent opportunities for women with a good command of a language who are interested in business/management. If a student wishes to teach modern languages in secondary schools, she may combine the major in French or Spanish with the appropriate major in education.

A student who wishes to study or work abroad must achieve competence in all basic language skills. A

student planning further study in graduate school needs to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs.

Placement of a student who has not studied modern languages at Simmons College is determined on the basis of her previous experience or a test given by the department.

## All-College Foreign Language and Culture Requirement

As of September 1996, the Foreign Language and Culture Requirement replaced the Proficiency in a Foreign Language Requirement. Students who enter the College beginning September 1996 are required to meet the new requirement. All other matriculating students may choose to meet the new requirement or to meet the requirement that was in effect when they entered Simmons.

The new Foreign Language and Culture Requirement may be met as follows:

1. achieving proficiency in a language through the 201 level or exemption by the Department of Modern Languages and Literatures, and

2. taking one further language course in the language in which proficiency (as defined above) has been achieved; or taking a foreign culture course in English; or participating in an immersion experience that has been approved by the faculty to fulfill the culture objectives of the Foreign Language and Culture Requirement.

**Please note:** 1) In 1998-99 the list of courses in English that meet the foreign culture part of the Foreign Language and Culture Requirement may be found in the Registrar's Office; 2) the faculty has established specially designed Short Term courses—abroad or at home—that include an equivalent of language study at the 201 level and a cultural immersion experience, in order to provide students with a flexible and effective option for meeting the Foreign Language and Culture Requirement. For further information regarding short term courses see page 161.

The old Proficiency in Foreign Language Requirement may be met as follows:

1. by successfully completing eight semester hours of a foreign language on the second year or intermediate level (Note: students who are placed in a second-semester intermediate course, e.g., Frn. 202 or 210, or Spn. 202 or 210, complete the requirement with four semester hours.);

2. by passing a proficiency test administered at the beginning of the college year and toward the end of each semester; or

3. by passing a proficiency test administered on the Foreign Language Achievement Test of the College Entrance Examination Board.

## Major in French

**Requirements.** The major consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to study abroad, but are expected to take a minimum of 16 semester hours of course work in the department, including at least four semester hours upon their return from foreign study.

## Core Requirements

Four semester hours of advanced work in language, selected from:

- |          |                              |
|----------|------------------------------|
| Frn. 245 | Conversation and Composition |
| Frn. 305 | Topics in Advanced Language  |

Four semester hours of French civilization, selected from:

- |          |   |
|----------|---|
| Frn. 310 | Inside France: Studies in French Culture (DWC)                    |
| Frn. 312 | French Press and Contemporary Culture                             |
| Frn. 314 | French Society Seen Through Film                                  |
| Frn. 316 | Outside France: Perspectives from the French-Speaking World (DWC) |

Four semester hours of introduction to French literature:

- |          |                                    |
|----------|------------------------------------|
| Frn. 266 | Major French Writers: Small Worlds |
|----------|------------------------------------|

Eight semester hours of advanced work in literature and culture, selected from:

- |          |   |
|----------|---|
| Frn. 322 | French Theater: The Actor and the Script  |
| Frn. 324 | Autobiography and the French Tradition (DWC)                                      |
| Frn. 326 | Angels, Temptresses and Rebels: Images of Women in 19th-Century French Literature |
| Frn. 328 | Modern Fiction (DWC)  |
| Frn. 320 | Fables, Fairy Tales, and the Emergence of the Short Story                         |
| Frn. 395 | Seminar: Special Topics in French   |



Twelve semester hours of elective courses in language, literature, or civilization.

Normally, no more than four semester hours of departmental courses given in English may be credited toward the major. Students may petition the chair of the department to take up to eight semester hours of course work in English.

**Recommendations:** Proficiency in a second modern language beyond the intermediate level is strongly recommended for all French majors.

**Honors in French.** Candidates for honors in French are expected to fulfill College requirements as designated on page 10. The candidate registers for Frn. 350 Independent Study in the fall semester. Upon satisfactory completion of that course and with departmental approval, she registers for Frn. 355 Senior Thesis in the spring.

## Minor in French

The minor in French consists of a minimum of 20 semester hours of courses above the 210 level to be distributed as follows:

- One language course, Frn. 245 or Frn. 305
- One Civilization course
- One Literature course
- Two Electives

Students are encouraged to study abroad, but are expected to take a minimum of twelve semester hours at Simmons, including at least four semester hours upon their return from foreign study.

## Major in Spanish

**Requirements.** The major consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to improve their language skills through study abroad, but are expected to take a minimum of 16 semester hours of course work in the department, including at least four semester hours upon their return from foreign study.

### Core Requirements

Four semester hours of advanced work in language, selected from:

- Spn. 245 Conversation and Composition
- Spn. 300 Advanced Conversation and Composition

Four semester hours of Spanish or Hispanic American civilization, selected from:

- Spn. 310 Spanish Civilization
- Spn. 312 Hispanic American Cultural History (DWC)
- Spn. 314 Hispanic Culture Seen Through Film

Four semester hours of introduction to Spanish or Hispanic American literature, selected from:

- Spn. 266 Readings in Latin American Literature (DWC)
- Spn. 268 Readings in Golden Age Spanish Literature
- Spn. 269 Readings in Modern Spanish Literature

Eight semester hours of advanced work in literature and culture, selected from:

- Spn. 320 Cervantes
- Spn. 322 Studies in Spanish Fiction
- Spn. 330 Art of Revolution: Gender and National Liberation in Latin American Literature (DWC)
- Spn. 332 The Contemporary Latin American Novel
- Spn. 334 Multinational Corporations: A Latin American Perspective
- Spn. 336 Latin American Women Writers
- Spn. 338 Latina/Latino Cultural Studies: Life in the Borderlands

Twelve semester hours of elective courses in language, literature, civilization, or field work.

Normally, no more than four semester hours of departmental courses given in English may be credited toward the major. Students may petition the chair of the department to take up to eight semester hours of course work in English.

**Recommendations.** Proficiency in a second modern language beyond the intermediate level is strongly recommended for all Spanish majors.

**Honors in Spanish.** Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 10. The candidate registers for Spn. 350 Independent Study in the fall semester. Upon satisfactory completion of that course and with departmental approval, she registers for Spn. 355 Senior Thesis in the spring.

## Minor in Spanish

The minor in Spanish consists of a minimum of 20 semester hours of courses above the 210 level to be distributed as follows:

- One language course, Spn. 245 or Spn. 300
- One Civilization course
- One Literature course
- Two Electives

Students are encouraged to study abroad, but are expected to take a minimum of twelve semester hours at Simmons, including at least four semester hours upon their return from foreign study.

## Foreign Study Program

**Director, Simmons in Córdoba:** Halty

**Resident Director, Simmons in Córdoba:** Pulgarín

**Director, Foreign Study:** Keane

Simmons has its own program at the Universidad de Córdoba in Spain. For additional information, and to receive a brochure, contact the department. In addition, students may be granted credit for the satisfactory completion of a prescribed program in other duly recognized foreign study programs, provided each proposal is recommended by the school or department concerned and approved by the Foreign Study Adviser and the Administrative Board. Those considering language study should explore the possibilities as early as possible to assure adequate preparation.

## Short Term Programs

For further information, see page 161.

## Graduate Programs in French and Spanish

For further information, see page 173.

## Courses

### Chinese

#### Chn. 101-1 Elementary Chinese I

4 sem. hrs.

Introductory course with emphasis on communication. Pinyin, a system for translating Mandarin Chinese into the Roman alphabet, will be introduced with simple and most frequently used characters and basic grammar. In addition to a standard textbook, other supplementary material such as audio and video tapes will be used to provide cultural and linguistic survival skills. Liu.

#### Chn. 102-2 Elementary Chinese II

4 sem. hrs. Prereq.: Chn. 101 or placement by the department.

A course intended for non-native speakers of Mandarin Chinese who have successfully completed Chinese 101 or the equivalent. Emphasizes the attainment of good spoken control and develops a foundation of literacy. Students will learn enough Chinese characters to begin writing simple diaries, notices, and announcements. Liu.

#### Chn. 201-1 Intermediate Chinese I

4 sem. hrs. Prereq.: Chn. 102 or placement by the department.

Review and further practice of patterns and structures of Chinese. Cultural awareness is emphasized along with speaking and writing skills. Students continue to learn Chinese characters from texts as well as those phrases which appear in video tapes. Liu.

#### Chn. 202-2 Intermediate Chinese II

4 sem. hrs. Prereq.: Chn. 201 or placement by the department.

Continues work done in Chn. 201. Emphasizes the development of speaking, reading, and writing proficiency. Students will start reading some simple prose and poems in Chinese and learn to write simple articles in composition exercises. Liu.

#### Chn. 310-2 Chinese Civilization: Past and Present

4 sem. hrs.

This course will provide a detailed description and analysis of Chinese civilization by studying dominant ancient philosophies, cultural trends, major historical events, family and social organization in Chinese history, utilizing the rich resources that China can offer. The course will also examine the reform which began in the early '80s, and is rapidly transforming China from an economically backward, politically conservative, and culturally isolated nation into a dynamic, open, and cosmopolitan society. Beijing and Xian, two ancient capitals that witnessed China's suffering and rebirth, can offer students a sharp contrast between China's past and present. The booming economy and dramatic social changes in Shanghai and coastal areas will help students understand the depth, scope, significance, and implication of the reform that has been undertaken in China. Liu.



## French

### Foreign Language Requirement Sequence

#### Frn. 101-1 Elementary French I

4 sem. hrs.

Introductory course with emphasis on communication. All four basic language skills, understanding, speaking, reading, and writing, will be developed. The course aims to provide cultural and linguistic survival skills through contemporary methodologies. Fraioli.

#### Frn. 102-2 Elementary French II

4 sem. hrs. Prereq.: Frn. 101 or placement by the department.

Continuation of Frn. 101. Staff.

#### [Frn. 121-1 Intensive French for Communication I

8 sem. hrs. Not offered in 1998-99.]

This course is designed for those who want an intensive language experience and an emphasis on speaking the language. Videos, films, slides, and audio tapes are used to present new material; students participate daily in improvisations of everyday situations. Frn. 121 followed by Frn. 122 fulfill the language and culture requirement. Staff.

#### [Frn. 122-2 Intensive French for Communication II

8 sem. hrs. Not offered in 1998-99.] Prereq.: Frn. 121.

Continuation of Frn. 121. Frn. 121 and 122 fulfill the language and culture requirement. Staff.

#### Frn. 201-1 Intermediate French I

4 sem. hrs. Prereq.: Frn. 102 or placement by the department.

A review of grammar, with oral practice and reading of short modern French texts. Emphasis is on development of spoken skills and vocabulary for everyday life in French-speaking countries. Staff.

#### Frn. 202-2 Intermediate French II

4 sem. hrs. Prereq.: Frn. 201 or placement by the department.

Continuation of Frn. 201. Staff.

#### Frn. 210-1, 2 Accelerated Intermediate French

4 sem. hrs. Prereq.: Frn. 201 or placement by the department.

[Frn. 210 cannot be taken for credit in addition to Frn. 202.] A one-semester review of basic French grammar and an introduction to moderate-length readings in French. Oral skills are developed through dramatizations and conversations. Staff.

### Courses meeting the Culture Requirement offered in English

#### Frn. 252-2 France at the Second Millennium: Myths and Post-modern Society (CC)

4 sem. hrs.

This course fosters an understanding of French society today, through study of both cultural tradition and current developments. Important themes include education, the arts, conflicts between left and right, and new answers to the question: Who is French? Students work with recent French films and daily news broadcasts from Paris. This course is taught in English and can fulfill the cultural component of the foreign language requirement sequence. Keane.

#### [Frn. 254-2 The Legacy of France in the World (CC)

4 sem. hrs. Not offered in 1998-99.]

An introduction to the approximately 50 French-speaking nations and territories in the world, exclusive of France, and their literature, politics, sociology, and geography. Special attention will be given to countries of significance in current events, including Central Africa, Algeria, Canada and Haiti. Analysis of these foreign cultures will be accomplished primarily through novel, film, and newspaper articles. Staff.

### Language Courses

#### [Frn. 240-2 Spoken French

4 sem. hrs. Not offered in 1998-99.] Prereq.: Either Frn. 202 or Frn. 210, or consent of the instructor.

For students who wish to develop conversational skills. Emphasis on pronunciation, everyday vocabulary, listening comprehension, and oral expression. Class activities will be complemented by work in the language laboratory.

**Frn. 245-1 Conversation and Composition**  
4 sem. hrs. Prereq.: Frn. 202 or Frn. 210 or consent of the instructor.

This course offers post-intermediate students the opportunity to develop greater facility in the use of oral and written language. Emphasis is on contemporary vocabulary and usage; students are encouraged to express themselves on personal and current issues. A number of short papers are required, as well as several prepared oral reports. Keane.

**[Frn. 305-2 Topics in Advanced Language: French Styles**

4 sem. hrs. Not offered in 1998-99.] Prereq.: One literature or one civilization course or consent of the instructor.

A study and practice of different registers and styles of spoken and written French. A variety of styles, from advertising and the media to fine literary writing, will be analyzed and used as models for our own productions. The course will range from French for personal and creative expression to French for business communication, and includes an introduction to translation skills. Staff.

**Civilization Courses**

**[Frn. 310-2 Inside France: Studies in French Culture (DWC)**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Frn. 245 or consent of the instructor.

A multimedia study through selected topics of the geography, history, artistic traditions, and institutions of France. The course seeks a definition of French cultural identity and investigates the significance of this cultural difference for our time. General topics may include: regions of France; the court of Louis XIV: Versailles and its legacy; the French Revolution and the Bicentenary; love, marriage, and the family: past and present; Surrealism and the thirties; the Occupation revisited; the Existential generation: Gide, Camus, Sartre, and Beauvoir; modern France through song and poetry; a French education; France and North Africa: the other French; she's got the (French) look: advertising and the images that sell France; contemporary faces: technological, artistic, and European. Each student also selects a personal research and writing project. Staff.

**[Frn. 312-2 The French Press and Contemporary Culture**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Frn. 245 or consent of the instructor.

This course includes the comparison of current newspapers such as *Le Figaro*, *Le Monde*, *France-Soir*,

*L'Humanité*, often from the same day of publication, in order to assess in what ways they represent contemporary society's views of political and social thinking. The study of periodicals can include *L'Express*, *Le Point*, *Le Nouvel Observateur*, and *Le Canard enchaîné*, as well as additional journalistic material to supplement discussion of selected themes in contemporary French civilization. Staff.

**[Frn. 314-1 French Society Seen Through Film**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Frn. 245 or consent of the instructor.

Urban encounters: filming Paris. From the silent era on, the city of Paris has played a starring role both in film history and on film. Focusing on key moments in the development of the French cinema (Surrealism, poetic realism, the new wave, etc.), we shall examine the ways different filmmakers have represented Paris. Directors whose work will be studied may include: Clair, Carné, Renoir, Truffaut, Godard, Varda, and Rohmer. Staff.

**Frn. 316-1 Outside France: Perspectives from the French-Speaking World (DWC)**

4 sem. hrs. Prereq.: Frn. 245 or consent of the instructor.

A multimedia study of selected French-speaking cultures of North America, the Caribbean, the South Pacific, and Africa. Using the perspectives on France viewed from outside discovered in a corpus of both literary and socio-historical texts, the course will attempt to approach an understanding of these other French cultures. Fraioli.

**Literature Courses**

**Frn. 266-2 Major French Writers: Small Worlds**

4 sem. hrs. Prereq.: Frn. 245 or consent of the instructor.

Introduction to close reading of the texts that have formed the common culture of the French. Emphasis on the theme of literary and cultural microcosms as evidenced in the works of major French writers. Selected authors from the Middle Ages, Renaissance, the Classical period, Age of Enlightenment, and modern period, including Montaigne, Racine, Flaubert, Gide, Sartre, and contemporary authors. Fraioli.



### **[Frn. 320-1 Fables, Fairy Tales, and the Emergence of the Short Story**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Frn. 245 or consent of the instructor.

An examination of the short literary forms that have been used to convey the universal themes of human nature. Compares the strengths of various forms as vehicles of expression. Designed to develop recognition of style and aesthetic quality in enjoyment of apparently simple genres. Fraioli.

### **[Frn. 322-2 French Theater: The Actor and the Script**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Frn. 245 or consent of the instructor.

A study of a number of important French plays, including works by Molière, Racine, Marivaux, and Beckett. These works will be considered not only as literary masterpieces but also as scripts from which actors and directors have had to work. Course materials will include documentation on great actors of the past, as well as filmed versions of classic and contemporary plays. Students will be encouraged to develop their own presentations of selected scenes. Keane.

### **[Frn. 324-1 Autobiography and the French Tradition (DWC)**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Frn. 245 or consent of the instructor.

An examination of the nature of autobiography through texts from different periods of French and Francophone literature. Readings will include recognized major writers (Rousseau, Gide, and Colette), as well as some who are less well known. Keane.

### **Frn. 326-1 Angels, Temptresses, and Rebels: Images of Women in 19th-Century French Literature**

4 sem. hrs. Prereq.: Frn. 245 or consent of the instructor.

Analysis of the images of women found in major nineteenth-century texts, including Romantic and Symbolist poetry, the theater, and the novel. Topics will include the angelic or sanctified Romantic heroine, the exotic and dangerous outsider, and the seeker after autonomy. Among the writers to be studied are Staël, Hugo, Mérimée, Sand, Flaubert, Baudelaire, and Verlaine. Special emphasis will be placed on related images of women in music (Berlioz, Bizet, and Debussy) and in the visual arts. Keane.

### **Frn. 328-2 Modern Fiction (DWC)**

4 sem. hrs. Prereq.: Frn. 245 or consent of the instructor.

Outstanding examples of French fiction from the turn of the century to the present. Authors to be studied will include Proust, Gide, Mauriac, Colette, Malraux, Butor, and Duras, as well as at least one Francophone writer from outside France. Keane.

### **[Frn. 395-1 Seminar: Special Topics in French**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Frn. 266 or an upper-level course in French literature, or consent of the instructor.

### **Independent Learning**

Students who intend to investigate an area of interest through independent learning should consult with a member of the faculty well in advance.

### **Frn. 349-1, 2 Individual Study**

4 sem. hrs. Prereq.: Consent of the instructor.

### **Frn. 350-1, 2 Independent Study**

4 sem. hrs. Prereq.: Consent of the instructor.

### **Frn. 355-1, 2 Senior Thesis**

4 sem. hrs. Prereq.: Consent of the instructor.

### **Frn. 370-1, 2 Internship**

8 sem. hrs. Prereq.: Consent of the department.

A one-semester program for French majors of supervised on-the-job experience in such areas as publishing and tutoring. Requirements: approximately 20 hours a week at the place of business, regular meetings with the instructor, and completion of reading and writing assignments. Internships are not available during the summer. Staff.

### **Frn. 380-2 Field Work**

4 sem. hrs. Prereq.: Frn. 245 and consent of the department.

This course is designed to combine academic knowledge with practical experience. Students work on projects in cultural and political institutions (i.e., French Library, Services Culturels), schools (Ecole Bilingue), etc. Staff.

### **Frn. 449-1, 2 Graduate Individual Study**

4 or 8 sem. hrs. Prereq.: Consent of the instructor.

### **Frn. 450-1, 2 Graduate Independent Study**

4 or 8 sem. hrs. Prereq.: Consent of the instructor.

## Graduate Seminars

### **Frn. 405-2 Contemporary Critical Theory** 4 sem. hrs.

This course introduces graduate students to the concepts and practices of contemporary literary and cultural criticism. Various developments in the field during the last two decades, including post-structuralist, psychoanalytic, neo-historical post-colonial, and feminist theory are surveyed, bringing these perspectives to bear on key literary and historical texts. Theoretical readings may include essays by Marx and Neo-Marxist critics, Freud and the new Freudians, Foucault, Barthes, and American and French feminists. (Also listed as Eng. 405 and Spn. 405.)

### **Frn. 430-2 Cultural Theory and Multicultural Practice** 4 sem. hrs.

This course examines theoretical frameworks used to explore culture and then uses these theories to examine current debates on national identities and multicultural education in an international context. We will discuss how cultures incorporate, marginalize, and exclude people, how they describe and construct those who do not fit; how the others perceive themselves; and how contact with these others potentially transforms the hegemonic culture. Students will have a small-group project in which they will study interactions between members of different cultures, and an individual seminar project on a culture other than their own. (Also listed as Edu. 430, GCS 430, and Spn. 430.) Gorman.

## German

### **Ger. 101-I Elementary German I** 4 sem. hrs.

Introductory course that develops the students ability to understand, speak, read, and write German. Cultural texts and communicative skills are emphasized to provide the student with the rudiments necessary to survive in a German-speaking country. Staff.

### **Ger. 102-2 Elementary German II** 4 sem. hrs. Prereq.: Ger. 101 or placement by the department.

Continuation of Ger. 101. Staff.

### **[Ger. 201-I Intermediate German I** 4 sem. hrs. Not offered in 1998-99.] Prereq.: Ger. 102 or placement by the department.

Review and completion of basic German syntax. Reading comprehension and cultural/historical aware-

ness are expanded through short literary and cultural texts. Communication skills will be developed through audio-visual materials, classroom discussions, and short compositions. Staff.

### **[Ger. 202-2 Intermediate German II** 4 sem. hrs. Not offered in 1998-99.] Prereq.: Ger. 201 or placement by the department.

Continuation of Ger. 201. Staff.

## Italian

### **Itl. 101-I Elementary Italian I** 4 sem. hrs.

This introductory course develops the students ability to speak, read, and write in Italian. Awareness and understanding of Italian culture will be enhanced through presentation of authentic materials. Staff.

### **Itl. 102-2 Elementary Italian II** 4 sem. hrs. Prereq.: Itl. 101 or placement by the department.

Continuation of Itl. 101. Staff.

### **Itl. 201-I Intermediate Italian I** 4 sem. hrs. Prereq.: Itl. 102 or placement by the department.

Development of communicative skills through a selective grammar review. Authentic readings and audio-visual materials including films are used to enhance discussion of different aspects of contemporary Italian life. Continued practice in writing and intensive work on spoken skills. Staff.

### **Itl. 202-2 Intermediate Italian II** 4 sem. hrs. Prereq.: Itl. 201 or placement by the department.

Continuation of Itl. 201. Staff.

## Japanese

### **[Jpn. 101-I Elementary Japanese I** 4 sem. hrs. Not offered in 1998-99.]

Introductory course with emphasis on communication. The course aims to provide cultural and linguistic survival skills through contemporary methodologies and authentic materials. Hiragana is introduced early in the first semester. Liu.



**[Jpn. 102-2 Elementary Japanese II**  
4 sem. hrs. Not offered in 1998-99.] Prereq.: Jpn. 101 or placement by the department.

A course intended for non-native speakers of Japanese who have successfully completed Jpn. 101 or the equivalent. Emphasizes the attainment of good spoken control and develops a foundation of literacy. Katakana writing system is introduced early in the semester. Students begin to learn Kanji in the second half of the course. Liu.

**Jpn. 201-1 Intermediate Japanese I**  
4 sem. hrs. Prereq.: Jpn. 102 or placement by the department.

Further practice of patterns and structures of the language. This course is designed for students who want to develop speaking and reading skills. Videos, films, and audio tapes will be used to present new material. Liu.

**Jpn. 202-2 Intermediate Japanese II**  
4 sem. hrs. Prereq.: Jpn. 201 or placement by the department.

Continues work done in 201. Emphasizes the development of speaking and reading proficiency. In addition to textbook assignments, students will read simple articles by Japanese writers. Liu.

**[Jpn. 310-1 Japanese Civilization**  
4 sem. hrs. Not offered in 1998-99.]

A survey of Japanese culture and tradition through texts, videos, slides, and films. Special attention will be given to the impact of Chinese civilization via Korea on Japanese society, the introduction of Buddhism, the integrations of Buddhism and the home-grown religion of Shintoism, as well as the Japanese people's disdain for and distrust of Westerners while they adapt Western advancements. Taught in English. Liu.

## Spanish

### Foreign Language Requirement Sequence

**Spn. 101-1 Elementary Spanish I**  
4 sem. hrs.

Introductory course that develops the student's ability to speak, read, and write in Spanish. Awareness and understanding of the Spanish-speaking world will be enhanced through the presentation of cultural materials. Staff.

**Spn. 102-2 Elementary Spanish II**  
4 sem. hrs. Prereq.: Spn. 101 or placement by the department.

Continuation of Spn. 101. Staff.

**[Spn. 121-1 Intensive Spanish for Communication I**  
8 sem. hrs. Not offered in 1998-99.]

This course is designed for those who want an intensive language experience and an emphasis on speaking the language. Videos, films, slides, and audio tapes are used to present new material; students participate daily in improvisations of everyday situations. Spn. 121 followed by Spn. 122 fulfill the language requirement. Staff.

**[Spn. 122-2 Intensive Spanish for Communication II**  
8 sem. hrs. Not offered in 1998-99.] Prereq.: Spn. 121.

Continuation of Spn. 121. Spn. 121 and 122 fulfill the language requirement. Staff.

**Spn. 201-1 Intermediate Spanish I**  
4 sem. hrs. Prereq.: Spn. 102 or placement by the department.

Development of communicative skills through a selective grammar review, discussion on topics of interest, and frequent use of audio-visual materials. Reading comprehension and cultural awareness are expanded through examples of Hispanic prose and poetry. Staff.

**Spn. 202-2 Intermediate Spanish II**  
4 sem. hrs. Prereq.: Spn. 201 or placement by the department.

Continuation of Spn. 201. Staff.

**Spn. 210-1, 2 Accelerated Intermediate Spanish**  
4 sem. hrs. Prereq.: Spn. 201 or placement by the department.

(Spn. 210 cannot be taken for credit in addition to Spn. 202.) A complete review of grammar and analysis of contemporary Hispanic texts. Emphasis on student-led discussion, group activities, and writing practice to increase proficiency. Staff.

## Courses meeting the Culture Requirement offered in English.

### Spn. 252-2 Today's Spain (CC) 4 sem. hrs.

This course covers the events that have marked modern Spain from the Civil War of 1936-39, through the Franco régime to the transition to democracy and the ensuing *apertura* (opening up) of political, social, cultural and economic thought. This course is taught in English and can fulfill the cultural component of the foreign language requirement sequence. Peláez-Benítez.

### [Spn. 380-2 Migrant in the City: Field Work Seminar on Puerto Rican Culture (CC)

4 sem. hrs. Not offered in 1998-99.]

For a complete description see Field Work, page 125.

## Language Courses

### Spn. 240-2 Spoken Spanish

4 sem. hrs. Prereq.: Either Spn. 202 or Spn. 210, or consent of the instructor.

Intensive oral-aural practice, with emphasis on the language used in daily life. For those who wish to perfect pronunciation and increase fluency in Spanish. Cohen.

### Spn. 245-1,2 Conversation and Composition

4 sem. hrs. Prereq.: Either Spn. 202, Spn. 210, or consent of the instructor.

The goal of this course is to increase proficiency in the oral and written use of language. Readings include selections by contemporary Latin American authors and focus on various issues, such as women's roles and human rights. These, as well as other current events, will provide topics for written assignments and oral presentations. Halty.

### [Spn. 300-2 Advanced Conversation and Composition

4 sem. hrs. Not offered in 1998-99.] Prereq.: Spn. 245 or consent of the instructor.

An intensive course designed to stress both written and oral expression in the Spanish language. A discussion of the finer points of grammar and some work in stylistics will be included. Texts will be selected from works by contemporary authors. Halty.

## Civilization Courses

### Spn. 310-1 Spanish Civilization

4 sem. hrs. Prereq.: Spn. 245 or consent of the instructor.

A survey of Spanish culture, traditions, and archetypes as reflected in the texts of selected periods. A study of key historical and mythic figures: El Cid of the Reconquest; Christopher Columbus and the Discovery of the New World; Don Quijote and Sancho Panza, literary figures of the Spanish Golden Age; Don Juan and Carmen, romantic figures of the 19th century; Lorca and Picasso of the 20th century and the Spanish Civil War. Special attention will be given to the role of women and ethnic minority groups in Spanish society.

### [Spn. 312-1 Hispanic American Cultural History (DWC)

4 sem. hrs. Not offered in 1998-99.] Prereq.: Spn. 245 or consent of the instructor.

An introduction to the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, with emphasis on Mexico, Peru, and Argentina. Special attention given to the historiography of the conquests of Mexico and Peru; Bolívar and the generation of 1810; the consequences of the Spanish-American War of 1898; and the Mexican Revolution of 1910. Halty.

### Spn. 314-2 Hispanic Culture as Seen Through Film

4 sem. hrs. Prereq.: Spn. 245.

A presentation of Hispanic culture, politics, and literature as seen through the prism of cinema. The topic changes yearly. The course is open to non-majors. Peláez-Benítez.

## Literature Courses

### [Spn. 264-2 20th-Century Hispanic Drama

4 sem. hrs. Not offered in 1998-99.] Prereq.: Spn. 202 or 210, Spn. 245, or consent of the instructor.

Readings of plays by major contemporary playwrights of Spain and Hispanic America, with critical discussion of the stylistic and social concerns that link these writers. Cohen.



### **Spn. 266-1 Readings in Latin American Literature (DWC)**

4 sem. hrs. Prereq.: Spn. 245 or consent of the instructor.

Critical readings of masterpieces by the major writers of Latin America. Introduction to the main trends in Latin American literature and thought, with emphasis on periods of significant interest: the *cronistas* and the colonial era, as well as the 19th and 20th centuries. Halty.

### **[Spn. 268-1 Readings in Golden Age Spanish Literature**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Spn. 245 or consent of the instructor.

Guided discussion of 16th- and 17th-century Spanish masterpieces including Lazarillo de Tormes, plays by Lope de Vega, Tirso de Molina, and Calderón de la Barca, as well as the minor prose of Cervantes. These major contributions to world literature are viewed against the background of the Golden Age, a period whose accomplishments and atrocities reflect the aftermath of the Spanish Inquisition. Cohen.

### **[Spn. 269-2 Readings in Modern Spanish Literature**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Spn. 245 or consent of the instructor.

Introduction to methods of literary analysis and criticism through a study of representative works of 19th- and 20th-century Spanish literature. Emphasis is given to the generation of 1898, the poetic generation of 1927, and contemporary fiction. Works by Miguel de Unamuno, Antonio Machado, Federico García Lorca, Miguel Hernández, and Juan Goytisolo. Staff.

### **Spn. 320-1 Cervantes**

4 sem. hrs. Prereq.: Spn. 245 or consent of the instructor.

The originality and impact of Cervantes' fiction. Partial emphasis on *Don Quixote* within the context of Cervantes' other works as well. Cohen.

### **[Spn. 322-1 Studies in Spanish Fiction**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Spn. 245 or consent of the instructor.

This course offers an excellent opportunity to explore both the Medieval and contemporary literature of Spain. We will introduce students to the fascinating world of Medieval Spain by reading the *Poema de Mio Cid*, *Libro de Buen Amor*, and *La Celestina*. Students will examine how medieval motifs are recreated in the

works of Lourdes Ortiz and others, which combine experiment and tradition. Peláez-Benítez.

### **[Spn. 330-2 Art of Revolution: Gender and National Liberation in Latin American Literature (DWC)**

4 sem. hrs. Not offered in 1998-99.]

The artist's view of revolutionary change in Latin-American fiction and poetry of the 1970s and 1980s. Emphasis is given to the liberating potential of national revolutions, women's role in the traditionally male sphere of politics, as well as problems of freedom and artistic creativity in revolutionary and counter-revolutionary societies. Works by Isabel Allende and Ariel Dorfman (Chile), Edmundo Desnoes (Cuba), Manlio Argueta (El Salvador), Antonio Skarmeta (on Nicaragua), and Marta Traba (Argentina). The course is open to non-majors and is taught in English. Treacy.

### **Spn. 332-2 The Contemporary Latin American Novel**

4 sem. hrs. Prereq.: Spn. 245 or consent of the instructor.

This course studies the work of major contemporary novelists (Fuentes, García Márquez, Carpentier, Vargas Llosa, etc.) not only as literature but also as reflections of the cultures, social turmoil, and political upheaval which produced it and which has characterized Latin America in this century. A special effort is made to trace themes and topics throughout the novels read and to show these as well as the literary techniques being used to express them. Halty.

### **[Spn. 334-2 Multinational Corporations: A Latin American Perspective**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Spn. 245 or consent of the instructor.

The seminar focuses on the cultural and ideological responses of leading Latin American intellectuals and writers to the presence of U.S.-owned enterprises in selected countries (Mexico, Argentina, Brazil, Chile, and Peru). Halty.

### **[Spn. 336-1 Latin American Women Writers**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Spn. 245 or consent of the instructor.

The seminar explores works by contemporary Latin American women writers, which, though on a par with those of their male counterparts, have been widely neglected. Among the topics discussed are characterization of women's role delineation and the impact of

society on women. Established authors are read; however, special attention is given to promising young writers. Treacy.

**[Spn. 338-1 Latina/Latino Cultural Studies: Life in the Borderlands  
4 sem. hrs. Not offered in 1998-99.]**

The course explores how women and men of Latin American descent represent their histories, and construct identities through literature and the arts. Topics to be examined in depth include political movements, changing roles of women, racial and class differences, as well as recent immigrations and exile. Primary groups to be studied are Mexican American/Chicanos, Puerto Ricans and Cubans. Treacy.

## Field Work

**[Spn. 380-2 Migrant in the City: Field Work Seminar on Puerto Rican Culture (DWC) (CC)  
4 sem. hrs. Not offered in 1998-99.] Prereq.:  
Consent of the instructor.**

Class meetings detail the Puerto Rican life experience and complement placements in Boston's Spanish-speaking community (arranged at bilingual schools, social service centers, government agencies, hospitals, etc.). Open to non-majors. Conducted in English. Cohen.

## Independent Learning

Students who intend to investigate an area of interest through independent learning should consult with a member of the faculty well in advance.

**Spn. 349-I, 2 Individual Study  
4 sem. hrs. Prereq.: Consent of the instructor.**

**Spn. 350-I, 2 Independent Study  
4 sem. hrs. Prereq.: Consent of the instructor.**

**Spn. 355-I, 2 Senior Thesis  
4 sem. hrs. Prereq.: Consent of the instructor.**

**Spn. 370-I, 2 Internship  
8 sem. hrs. Prereq.: Consent of the department.**

A one-semester program for Spanish majors of supervised on-the-job experience in such areas as publishing and tutoring. Requirements: approximately 20 hours a week at the place of business, regular meetings with the instructor, and completion of reading and writing assignments. Internships are not available during the summer. Staff.

**Spn. 449-I, 2 Graduate Individual Study  
4 or 8 sem. hrs. Prereq.: Consent of the instructor.**

**Spn. 450-I, 2 Graduate Independent Study  
4 or 8 sem. hrs. Prereq.: Consent of the instructor.**

## Graduate Seminars

**Spn. 405-2 Contemporary Critical Theory  
4 sem. hrs.**

This course introduces graduate students to the concepts and practices of contemporary literary and cultural criticism. Various developments in the field during the last two decades, including post-structuralist, psychoanalytic, neo-historical, post-colonial, and feminist theory are surveyed, bringing these perspectives to bear on key literary and historical texts. Theoretical readings may include essays by Marx and Neo-Marxist critics, Freud and the new Freudians, Foucault, Barthes, and American and French feminists. (Also listed as Eng. 405 and Frn. 405.)

**Spn. 430-2 Cultural Theory and Multicultural Practice  
4 sem. hrs.**

This course examines theoretical frameworks used to explore culture and then uses these theories to examine current debates on national identities and multicultural education in an international context. We will discuss how cultures incorporate, marginalize, and exclude people, how they describe and construct those who do not fit; how the others perceive themselves; and how contact with these others potentially transforms the hegemonic culture. Students will have a small-group project in which they will study interactions between members of different cultures, and an individual seminar project on a culture other than their own. (Also listed as Edu. 430, Frn. 430, and GCS 430.) Gorman.

The following courses are open to graduate students (exceptionally qualified undergraduates may petition for entry):

**ML 310-2 Introduction to Linguistics and English Grammar  
4 sem. hrs.**

This course examines phonological, morphological, lexical, syntactic and historical issues for TESL or anyone interested in the English language. Students tutor a non-native speaker for a view of English grammar from the learner's perspective, and synthesize their own versions of teaching points and strategies. Chumley.



### ML 408-I Second Language Acquisition 4 sem. hrs.

This course presents research underlying the major theories of second language acquisition. The importance of such factors as age, role of first language, language environment, learning style, and motivation will be examined. Other topics to be discussed include acquisition order, error analysis, interlanguage, and discourse analysis, as well as implications for classroom practice. Staff.

## Music

See Department of Art and Music, page 33.

## Department of Nursing

**Chair:** Love

**Professor:** Moore\*\*\*

**Assistant Professors:** Abate, Berube, Fisher, Hijjazi, Kittler, Medich, Paris, Shannon, Stanick

**Instructor:** Stewart

**Administrative Assistant:** Torra

**Staff Assistant:** Cunniff

**Laboratory Manager:** Noyes

\*\*\* *On sabbatical leave entire year 1998-99.*

Simmons College has been committed to the education of nurses since 1902. In 1915, a Department of Public Health Nursing was established and served as the forerunner for the School of Nursing, which began at Simmons College in 1934. Reorganization of the College in 1965 led to the development of the present Department of Nursing. The mission of the department is to educate students for professional nursing practice.

The Department of Nursing accepts freshmen, transfer students, students seeking a second degree, licensed practical nurses, and registered nurses seeking a baccalaureate degree. Recognizing society's increased demand for health professionals with advanced skills and knowledge of nursing science and individuals unique educational and professional experiences, the faculty of the Department of Nursing offers accelerated programs for registered nurses and non-nurses seeking a college degree. Part- and full-time study is available.

The faculty of the Department of Nursing believes that liberal education and nursing education

### Courses offered in English

See individual listings for more details.

Frn. 252	France and the Second Millennium: Myths and Post-Modern Society (CC)
Frn. 254	The Legacy of France in the World (CC)
Spn. 252	Today's Spain (CC)
Spn. 338	Latina/Latino Cultural Studies: Life in the Borderlands
Spn. 380	Migrant in the City: Field Work Seminar on Puerto Rican Culture (CC)

are essential preparation for the professional nurse practicing in a culturally, racially, and ethnically diverse community. The process as well as the content of a liberal education is fundamental to the development of the critical thinking, decision making, and communication skills essential to nursing practice. The liberal arts and sciences, in combination with the major in nursing, serve as a foundation for a variety of careers in professional nursing.

Academic excellence is achieved through a rigorous scholastic process. Those students achieving outstanding academic records may be initiated into the Simmons chapter of Sigma Theta Tau, Theta Chapter-at-Large, the National Nursing Honor Society. Graduates of the program are prepared to meet the diverse health needs of clients in a variety of settings, as well as to coordinate health services, deliver humanistic nursing care, and engage in health assessment and health maintenance. Graduates may practice in community health agencies and programs, clinics, hospitals, and extended-care facilities.

The Bachelor of Science degree is awarded and qualifies the graduate for admission to graduate schools offering advanced degrees in nursing. Graduates are prepared to write the licensure examination given by the Board of Registration in Nursing, Commonwealth of Massachusetts.

The program is accredited by the National League for Nursing and approved by the Board of Registration in Nursing. The department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing.

## Major in Nursing

Theoretical concepts related to the professional practice of nursing are developed through an understanding of individual, family, group, and community systems. Nursing process provides the methodology for assessing the adaptive responses of clients, planning nursing interventions, and evaluating efforts to promote and maintain optimal levels of wellness. Psychosocial concepts, research, leadership, management, health assessment skills, nutrition, pharmacology, growth and development are integrated content. The educational process exists to help the students become self-directed, creative, and socially responsive women.

**Requirements.** The student majoring in nursing must fulfill the College's liberal arts requirements. It is advised that the English, foreign language, and mathematics requirements be completed during the first and second years.

Students interested in nursing are also advised to take the courses in chemistry, general biology, and microbiology in the freshman year. Sophomore students must have met the math competency requirement upon completion of Nur. 222 Nursing of Childbearing Families; and prior to the junior year, each student must have completed a certified course in cardiopulmonary resuscitation.

The College requirement of eight semester hours of independent learning opportunities is fulfilled through four semester hours of Nur. 370, Clinical Preceptorship in Nursing, plus four semester hours of Nur. 390, Integrative Seminar. Students may also elect independent study (courses numbered 350) in nursing or another discipline appropriate to their academic program.

Courses in the nursing major are taken in the following sequence:

Nur. 220	Conceptual Bases of Professional Nursing
Nur. 222	Nursing of Childbearing Families
Nur. 230	Nursing of Individual and Family Client Systems I
Nur. 232	Nursing of Individual and Family Client Systems II
Nur. 234S	Dimensions of Professional Nursing (R.N. students only)
Nur. 235	Integration of Pharmacology and Pathophysiology: Perspectives for Nurses
Nur. 240	Nursing of Client Systems in the Community
Nur. 242	Nursing Management of Clients with Multisystem Stressors
Nur. 243	Nursing Leadership Management: Theory and Application

Nur. 370	Clinical Preceptorship in Nursing
Nur. 390	Integrative Seminar

A student must achieve an acceptable level of academic performance, including a 2.0 GPA in the sciences, prior to entering the nursing major, as well as maintain an acceptable level of clinical and academic performance to progress to the next nursing course. Progression is affected also by professional behavior and health status. Students receive criteria regarding academic performance, professional behavior, and health requirements upon entrance into the nursing major.

Students in the Department of Nursing should anticipate the following approximate expenses in addition to the basic fees: uniforms, \$150; transportation to clinical settings, \$150; professional liability insurance coverage, \$30/year; books, \$400/year; NCLEX Review Course, \$200-\$300; and membership in the National Student Nurses Association, \$35/year. Clinical agencies are accessible by public transportation and/or automobile. Access to an automobile is recommended for senior year. All students will undergo a criminal record check (CORI) required for nursing practice in state and private agencies and by the Massachusetts Board of Registration in Nursing (CORI \$20).

### Prerequisites

#### *Prior to Nur. 220:*

Bio. 113	General Biology
Chm. III	Introductory Chemistry: Inorganic
or Chm. 113	Principles of Chemistry
and Chm. 112	Introductory Chemistry: Organic
or Chm. 114	Organic Chemistry I

#### *Prior to or concurrent with Nur. 220-I:*

Bio. 221	Microbiology
Bio. 231	Anatomy and Physiology I

#### *Prior to or concurrent with Nur. 222-2:*

Bio. 232	Anatomy and Physiology II
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#### *Prior to Nur. 230-I:*

Psy. 101	Introduction to Psychology
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#### *Prior to or concurrent with Nur. 230-I:*

Psy. 235	Developmental Psychology
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## Courses

### Nur. 220-I Conceptual Bases of Professional Nursing

4 sem. hrs. Prereq. or concurrent: Bio. 221 and Bio. 231.

Introduces the student to the art and science of nursing using Betty Neuman's System Model as a framework for



nursing practice. Therapeutic nursing skills, therapeutic communication, physical assessment techniques, the nursing process, and the professional nursing roles are introduced. Laboratory and clinical experiences emphasize the identification of stressors that present a risk to the client's health. The student develops a written care plan for a client in the clinical setting. Written assignments foster critical thinking and assist the student in utilizing therapeutic communication, therapeutic nursing interventions, and the nursing process. Berube, Kittler, Stanick.

### **Nur. 222-2 Nursing of Childbearing Families**

**4 sem. hrs. Prereq. or concurrent: Bio. 231 and Bio. 232.**

Focus is on continued development of the student's ability to utilize the nursing process to maintain optimum wellness in the childbearing family. The student will use therapeutic nursing interventions, communication skills, critical thinking, and knowledge of human diversity to assist the childbearing family to achieve a maximum level of wellness. Opportunities for the student to develop assessment skills (including physical assessment techniques), identify nursing diagnosis, and plan, implement, and evaluate nursing care are given in both the skills laboratory and clinical placement. Berube, Stanick, Stewart.

### **Nur. 230-1 and Nur. 232-2 Nursing of Individual and Family Client Systems, I, II** **8 sem. hrs. Prereq.: Nur. 220, Nur. 222, and Psy. 101. Psy. 235 may be taken concurrently.**

Sequential courses integrating concepts of secondary prevention. Emphasis is placed on the nurse's role in assisting client systems to cope with physiological, psychological, sociocultural, spiritual, and developmental stressors. Opportunities are provided to implement nursing care with increased depth, complexity, and independence. Teaching learning principles and research methodology are emphasized. Interdisciplinary collaboration fosters growth in professional accountability and provides opportunities for leadership and client advocacy. Fisher, Lamb, Paris.

### **Nur. 235-2 Integration of Pharmacology and Pathophysiology: Perspectives for Nurses.** **4 sem. hrs. Prereq.: Bio. 231 and Bio. 232.**

Focuses on the pharmacological and pathophysiological applications necessary for individual patient needs. The course takes a systems approach. Topics include specific drugs, classifications, side effects, and interactions with other therapies. Hijjazi.

### **Nur. 240-1 Nursing of Client Systems in the Community**

**8 sem. hrs. Prereq.: Nur. 230 and Nur. 232.**

This course introduces the student to the community as the client. Nursing process is used to provide primary, secondary, and tertiary prevention to individuals, groups, and aggregate populations in the community. Opportunities are provided to establish short- and long-term therapeutic nurse/client relationships with clients experiencing intrapersonal, interpersonal, and extrapersonal stressors. Students also participate in groups within the community and address the needs of aggregate populations through completion of a community study. Abate, Hijjazi, Stewart.

### **Nur. 241-1 Analysis of Community Health**

**8 sem. hrs. Prereq.: Nur. 234S, RN students only.**

This course introduces the registered nurse to the community as a client. Epidemiologic concepts and screening methods are utilized to design programs and interventions which influence the wellbeing of individuals, families, and aggregate populations. Opportunities are provided to establish short- and long-term therapeutic nurse/client relationships with clients experiencing intrapersonal, interpersonal, or extrapersonal stressors and to teach wellness. Students also participate in groups within the community and address the needs of aggregate populations through completion of a community study. Medich.

### **Nur. 242-2 Nursing Management of Clients with Multisystem Stressors**

**2 sem. hrs. Prereq.: Nur. 240.**

This course focuses on nursing management strategies to promote the health of clients experiencing multisystem stressors. Students have the opportunity to address intrapersonal, interpersonal, and extrapersonal stressors and examine their impact on the health status of client systems and the delivery of nursing care within the framework of the National Health Objectives for the year 2000. Students examine issues across the life span. Concerns related to health promotion, health protection and disease prevention are addressed. Case method and discussions are used to promote synthesis of nursing concepts, and clinical decision making related to nursing management of client systems with complex health needs. Abate, Hijjazi, Kittler, Stewart.

### **Nur. 243-2 Nursing Leadership and Management: Theory and Application**

**2 sem. hrs. Prereq.: Nur. 240.**

This seminar course focuses on the leadership and management role of the nurse in a variety of hospitals

and community agencies. The course will assist students to become effective members of organizations both as employees and future managers. Weekly seminars provide synthesis of leadership and management theory, critical thinking, nursing concepts, and personal development. The course is designed to increase knowledge and understanding of organizational structure, communication, strategies for delegation, conflict resolution, and quality control. Application of this content will be made to situations from student's previous and current clinical experiences. Abate, Hijjazi, Kittler, Stewart.

### **Nur. 349-I, 2 Individual Study**

**4 or 8 sem. hrs. Prereq.: Consent of the department.**

An opportunity for an individual or group to explore an area of nursing theory and/or practice not duplicated in the existing curriculum. Staff.

### **Nur. 350-I, 2 Independent Study**

**4 sem. hrs. Prereq.: Consent of the department.**

An individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing. Analytic approaches developed to enhance critical thinking. The processes of library research, clinical research, or analysis of advanced clinical practice are utilized. Staff.

### **Nur. 370-2 Clinical Preceptorship in Nursing**

**4 sem. hrs. Prereq.: Nur. 240 or Nur. 241.**

This course focuses on nursing practice which promotes the health of clients experiencing multisystem stressors. Students will address intrapersonal, interpersonal, and extrapersonal stressors, and examine how they affect the health status of client systems and the delivery of nursing care. Students will work in collaboration with a nurse preceptor and other health care providers to manage patient care. They will practice in settings in which nurses provide primary, secondary, and tertiary interventions to clients of all ages. Case method and discussion of clinical practice are used to promote critical thinking and clinical decision making related to the nursing care of client systems with complex health needs. One hundred and eighty-two hours of clinical experience will be completed. Evaluation of the clinical experience will involve weekly group supervision, weekly logs, and ongoing preceptor evaluation. Abate, Hijjazi, Kittler, Stewart.

### **Nur. 371-2 Leadership and Management Preceptorship in Nursing R.N.-M.S.**

**4 sem. hrs. Prereq.: Nur. 241.**

This course focuses on leadership and management roles in a variety of health-related agencies. Students will work collaboratively with a nurse preceptor and other health care providers to observe and participate in leadership and management roles in nursing. Settings in which nurses provide primary, secondary, and tertiary interventions to clients of all ages will be individually negotiated. One hundred and sixty-eight hours of clinical experience will be completed. Evaluation of the clinical experience will involve weekly group supervision, weekly logs, and ongoing preceptor evaluation. An additional one-hour seminar will be conducted each week and will focus on clinical application of leadership content. Medich.

### **Nur. 390-I, 2 Integrative Seminar**

**4 sem. hrs. Prereq.: Nur. 230 and Nur. 232.**

Opportunity to integrate knowledge and principles from general education, nursing education, and nursing practice to issues of relevance to the nursing profession. Professional role transition is facilitated through examination of nursing's history, educational programs, roles, legal issues, ethical concerns, health policy, and the health care delivery system. Independent learning, self-direction, and understanding of group interaction in the teaching-learning process are stressed through problem-based learning. Concepts in research are addressed. Staff.

### **Summer Offerings**

#### **Nur. 224-S Women's Health Issues Across the Life Span**

**4 sem. hrs.**

This course presents an overview of women's health and women's self care from a historical, political and social perspective. The content empowers women in addressing health issues across the life span. Guidelines for prevention and self care are presented. Stanick.

#### **Nur. 234-S Dimensions of Professional Nursing**

**4 sem. hrs. For R.N. students only.**

This course assists in the R.N. students transition into the baccalaureate and master's degree programs in nursing. The content reflects the nursing course objectives at the sophomore and junior level that are not included in the standardized tests used for advanced placement in the nursing major. Course topics include the philosophy and conceptual framework



of the Simmons College Department of Nursing, systems theory, role theory, stress theory, nursing process, nursing research, teaching-learning theory, and communication. Students are expected to apply the theoretical concepts in this course to their current clinical setting. Teaching methodologies including seminar, lecture/discussion, assigned readings, and media promote critical thinking and communication. Staff.

### **Nur. 292-S Concepts and Skills in Health Assessment of Adults**

4 sem. hrs.

Develops the students skills in the collection of a systematic health history and performance of a physical examination of the adult client. Emphasis is on the attainment of motor and perceptual skills at the level of the beginning nurse practitioner. The student will also learn to record and report findings according to the Problem-Oriented Record system. Neary.

### **Nur. 310-S Nursing Informatics**

4 sem. hrs. Prereq.: Nur. 230 or consent of the instructor.

Examination of the integration of nursing science, computer science, and information science in identifying, collecting, processing, and managing data and information to support nursing practice, administration, education and research, and to expand nursing

knowledge. Facilitated through hands-on experiences, written assignments, on-site observation and class seminars. Paris.

## **Registered Nurses Program**

The College offers registered nurses the opportunity to earn a bachelor of science degree on a part- or full-time basis. Selected registered nursing students may elect to matriculate to the master of science in nursing program (see the Graduate Nursing Bulletin for complete information). This program's requirements are the same as those for the regular undergraduate nursing program with the exception of the foreign language requirement, from which R.N.s are exempt. The methods by which course objectives are to be met by R.N. students are geared toward adult learners. R.N. students must complete 128 semester hours of credit, and fulfill Simmons liberal arts and sciences and competency requirements. While at least 48 semester hours of credit must be earned at Simmons, transfer credit, prior-learning credit, and advanced placement in nursing credit is also granted when certain specifications are met.

**Admission.** R.N. students are admitted into the program through the College's Dix Scholars Program. For information on admission requirements and financial aid, please call or write the Dorothea Lynde Dix Scholars Office, Simmons College, 300 The Fenway, Boston, MA 02115-5898, (617) 521-2502.

## **Department of Nutrition**

**Chair:** Herbold

**Professor:** Herbold

**Associate Professor:** Hendricks

**Assistant Professors:** Lacey, Taylor

**Staff Assistant:** Lynch

The Department of Nutrition offers undergraduate majors in preparation for careers in food science and nutrition and in dietetics, for graduate work in these areas, and a track in food service management. The department provides opportunities for all students in the College to become knowledgeable about the fundamental principles of nutrition and food science, and current scientific concepts of the relationship between diet and health.

Career opportunities for nutrition majors are available in a variety of settings. Graduates hold positions in such diverse areas as research, industry, education, health care, government, and entrepreneurial

enterprises. Students may wish, therefore, to combine their study of nutrition with majors in biology, chemistry, communications, education, management, or psychology. For those students interested in the field of dietetics, the department requires a variety of learning experiences in each of the major areas of the profession: clinical, community, and management dietetics. For some careers, such as research, postgraduate education is required.

Departmental course requirements are described below. Students interested in research careers in nutrition and food science should plan to take additional courses in science and mathematics. All students are expected to uphold a satisfactory level of academic achievement to progress to the 200- and 300-level courses including an average GPA of 2.0 in prerequisite courses.

The Department of Nutrition at Simmons College, in conjunction with the Graduate Nutrition Division at Boston University, has a joint program for

students wishing to complete the academic requirements (Standards of Education or Didactic Program in Dietetics [DPD]) for credentialing as a registered dietitian and obtain a master of science degree in nutrition from Boston University. Students take courses at Simmons and Boston University concurrently during the program. For further information, contact Simmons' Department of Nutrition.

The Department of Nutrition also offers a Dietetic Internship Program to prepare baccalaureate nutrition graduates for entry-level dietetic practice and eligibility for the registration examination. The emphasis of the seven-month program is on the practice of community dietetics. The Department provides students with the opportunity to earn a master of science degree in nutrition and health promotion. For further information, see page 180.

## Major in Food Science and Nutrition

Students interested in a major in food science and nutrition should plan the following course sequence from the department offerings:

### Requirements

Ntr. 101	Food Science
Ntr. 111	Fundamentals of Nutrition Science
Ntr. 201	Advanced Food Science
Ntr. 237	The Practice of Community Nutrition
Ntr. 311	Human Nutrition/Metabolism
Ntr. 334	Pathophysiology/Medical Nutrition Therapy

### Prerequisites

Bio. 113	General Biology
Bio. 221	Microbiology
Bio. 231	Anatomy and Physiology I
Bio. 232	Anatomy and Physiology II
Chm. 111	Introductory Chemistry: Inorganic
Chm. 112	Introductory Chemistry: Organic
Mth. 118	Introductory Statistics

## Major in Dietetics

The departmental major in Dietetics is approved by the American Dietetic Association as a Didactic Program in Dietetics. To plan their schedules appropriately, students should note that the courses in the basic sciences are prerequisite to upper level work in the department (courses numbered in the 200 and 300 series). To take courses in the 200 and 300 series, students are required to obtain the consent of the instructors.

Students are expected to meet departmental criteria regarding academic performance, health-status, and professional behavior. The undergraduate program must be followed by an accredited dietetic internship or an AP4 program to ensure eligibility for the R.D. examination.

### Requirements

Ntr. 101	Food Science
Ntr. 111	Fundamentals of Nutrition Science
Ntr. 201	Advanced Food Science
Ntr. 231	The Practice of Clinical Dietetics
Ntr. 237	The Practice of Community Nutrition
Ntr. 248	Food Production and Service Systems
Ntr. 249	Management of Food Service Systems
Ntr. 311	Human Nutrition/Metabolism
Ntr. 334	Pathophysiology/Medical Nutrition Therapy
Ntr. 381	Advanced Practice in Community Nutrition

### Prerequisites

Bio. 113	General Biology
Bio. 221	Microbiology
Bio. 231	Anatomy and Physiology I
Bio. 232	Anatomy and Physiology II
Chm. 111	Introductory Chemistry: Inorganic
Chm. 112	Introductory Chemistry: Organic
Mth. 118	Introductory Statistics

In addition, at least one of the two required social science electives should be selected from offerings in psychology or sociology.

## Suggested Course Sequence for Dietetics Major

### First year

#### Fall

MCC 101	Culture Matters
Bio. 113	General Biology
	Foreign Language
Ntr. 111	Fundamentals of Nutrition

#### Spring

MCC 102	Culture Matters
	Foreign Language
Ntr. 101	Introductory Food Science
Elective	



## Second year

### Fall

Chm. III or II3	Introductory Chemistry Foreign Language
Ntr. 237	Practice of Community Nutrition
Mth. II8	Introductory Statistics

### Spring

Chm. II2 or II4	Introductory Chemistry: Organic Foreign Language and Culture
Bio. 22I	Microbiology
Ntr. 23I	Practice of Clinical Dietetics

## Third year

### Fall

Bio. 23I	Anatomy & Physiology I
Ntr. 248	Food Production and Service Elective Elective

### Spring

Ntr. 249	Management of Food Service Syst.
Bio. 232	Anatomy & Physiology II
Elective	
Elective	

## Fourth year

### Fall

Ntr. 3II	Human Nutrition & Metabolism
Ntr. 20I	Advanced Food Science (DWC) Elective Elective

### Spring

Ntr. 334	Medical Nutrition Therapy
Ntr. 38I	Advanced Practice in Community Nutrition
Ntr. 390	Senior Seminar in Nutrition
Elective	

## Track in Food Service Management

A possible track within the Department of Nutrition is food service management. The following courses are required.

### Requirements

Ntr. IOI	Food Science
Ntr. III	Fundamentals of Nutrition Science
Ntr. 20I	Advanced Food Science
Ntr. 237	The Practice of Community Nutrition

Ntr. 248	Food Production and Service Systems
Ntr. 249	Management of Food Service Systems
Ntr. 380	Field Experience
Mgt. IIO	Principles of Accounting
Mgt. 250	Principles of Marketing
Mgt. 260	Principles of Finance

### Prerequisites

Bio. II3	General Biology
Bio. 22I	Microbiology
Chm. III	Introductory Chemistry: Inorganic
Chm. II2	Introductory Chemistry: Organic
Mth. II8	Introductory Statistics
Mth. II9	Mathematics of Decision Making

**Required Independent Learning or Senior Seminar.** At least four semester hours of independent learning must be fulfilled by enrolling in a senior seminar (Ntr. 390). The remaining four semester hours may be met by another senior seminar, Ntr. 350, 380, 38I, or by an appropriate course in another academic department.

## Simmons/Ryerson Exchange Program

Simmons College Department of Nutrition has instituted an exchange program with the Department of Nutrition at Ryerson Polytechnic University, Toronto, Canada. Students interested in this exchange program should contact Dr. Herbold.

## Minor in Nutrition

The Nutrition Department proposes the following courses as requirements for a minor in nutrition:

Ntr. IOI	Food Science
Ntr. III	Fundamentals of Nutrition Science
Ntr. I50	Contemporary Issues in International Food Planning
Ntr. 237	The Practice of Community Nutrition
And one other course above the IO0 level	

This is a change in the requirements. We have added Ntr. I50 and deleted Ntr. 3II Human Nutrition/Metabolism (although this course could be selected as the fifth course). The members of the Department believe this cluster of courses allows more flexibility while maintaining the integrity of a nutrition minor.

## Graduate Program in Nutrition

For information about the Master of Science in Nutrition and Health Promotion, contact the Graduate School for Health Studies.

## Courses

### **Ntr. 101-2 Food Science**

**4 sem. hrs.**

Study of the nutrient composition of foods and the application of scientific principles to food storage and preparation, including meal planning, with emphasis on meeting nutrient requirements within federal government income guidelines. Nutritional and sanitary dimensions of food-handling practices are also covered. Lecture and laboratory. Laboratory coat required. Taylor.

### **Ntr. 110-1 Sociocultural Implications of Nutrition**

**4 sem. hrs.**

This course is designed to acquaint students with nutrition principles and the study of food behavior, particularly as reflected in the food patterns of various groups that have immigrated to the U.S. throughout its history. Lacey.

### **Ntr. 111-1, 2 Fundamentals of Nutrition Science**

**4 sem. hrs.**

The study of the basic concepts, functions of nutrients in the human organism, nutrient needs at varying stages of the life cycle, and nutrition status. The health effects of nutrient inadequacies and excesses will be examined. The scientific basis of recommended nutrient intake and dietary guidelines for the U.S. population are discussed. The laboratory will include problem-solving sessions focusing on application of fundamental concepts. Lacey.

### **Ntr. 150-2 Contemporary Issues in International Food Planning**

**4 sem. hrs.**

Designed for non-majors, the course will acquaint students with the fundamentals of public-health nutrition and the nature and dimensions of present and future world food needs. Emphasizing both developed and developing countries, it will provide an overview of national and international nutrition intervention programs and policy alternatives. Lacey.

### **Ntr. 201-1 Advanced Food Science (DWC)**

**4 sem. hrs. Prereq.: Ntr. 101 and consent of the instructor.**

Application of organic chemistry and microbiology to the study of food science. Emphasis on modern food production, preservation, food safety, recipe modifica-

tion, product development. The laboratory focus will be on experimental design and evaluation. Each student will present a seminar and conduct an independent laboratory research project. Laboratory coat required. Taylor.

### **Ntr. 231-2 The Practice of Clinical Dietetics**

**4 sem. hrs. Prereq.: Ntr. 101 (or concurrent), Ntr. 111 and consent of the instructor.**

An introductory course in the practice of clinical dietetics, including methods in client interviewing and assessment of food practices and nutrient intake. Use of computers is emphasized. Laboratory coat and name pin required. Staff.

### **Ntr. 237-1 The Practice of Community Nutrition**

**4 sem. hrs. Prereq.: Ntr. 111 and consent of the instructor.**

Community nutrition is the practice of applied nutrition and nutrition education in both health care and other settings. Emphasis will be placed on the principles of education that are basic to effective learning by the clients. Federal programs aimed at nutrition-related health problems will be examined. Students will be assigned to community field work placements (outside of regular class time). Students will need proof of MMR vaccination and a negative TB test. Herbold.

### **Ntr. 248-1 Food Production and Service Systems**

**4 sem. hrs. Prereq.: Ntr. 101 and consent of the instructor.**

Methods of producing quality food in quantity to achieve organizational goals and to provide nutritional care. Application of principles of food science to quantity food production. Emphasis on the systems approach to production, assembly, distribution, and human resource management in the service of food to individuals and groups. Lectures supplemented with field trips and laboratories. Taylor.

### **Ntr. 249-2 Management of Food Services Systems**

**4 sem. hrs. Prereq.: Ntr. 248 and consent of the instructor.**

Focus on the controls of the food service system—accounting principles, budgeting, pricing and productivity monitoring. Analysis of cases in food service management including marketing and operations. Development of marketing plans for food service oper-



ations. Field trips are included to increase knowledge of food and equipment distribution systems. Presentation of individual seminars by students on current issues in the field. Taylor.

**Ntr. 311-1 Human Nutrition/Metabolism**  
4 sem. hrs. Prereq.: Bio. 231, 232, Ntr. 111 and consent of the instructor.

An in-depth consideration of the metabolic role of nutrients throughout the human life cycle. Recommended intakes of nutrients are examined, along with the complete cycle of nutrient ingestion, absorption, utilization, and excretion. Basic concepts in physiology and biochemistry are examined in order to explain nutrient function and interdependence. Three-hour lecture plus three-hour discussion/recitation. Hendricks.

**Ntr. 334-2 Pathophysiology/Medical Nutrition Therapy**  
4 sem. hrs. Prereq.: Bio. 231, Bio. 232 and Ntr. 311 for majors.

This course examines selected pathophysiological concepts, including mechanisms of disease causation, immune processes, cellular growth proliferation, and dysfunctions of the circulatory, respiratory, gastrointestinal, nervous, and endocrine systems. Environmental risk factors and physiological adaptation to various health conditions will also be examined. Three-hour lecture plus three-hour discussion/recitation. Hendricks.

**Ntr. 349-1, 2 Individual Study**  
4 sem. hrs. Prereq.: Consent of the instructor.  
Staff.

**Ntr. 350-1, 2 Independent Study**  
4 sem. hrs. Prereq.: Consent of the instructor.

Independent study in one of the areas of nutrition. Staff.

**Ntr. 380-1, 2 Field Experience**  
4 sem. hrs. Prereq.: Consent of the instructor.

Individual field experience in one of the areas of nutrition. Staff.

**Ntr. 381-2 Advanced Practice in Community Nutrition**  
4 sem. hrs. Prereq.: Ntr. 334 (or concurrent), Ntr 237 and consent of the instructor.

An advanced course in community nutrition theory and practice. Emphasis is placed on evaluating the effectiveness of a variety of community nutrition programs and increasing skills in the counseling/teaching of clients, families, other health professionals, and the public at large. Each student examines in depth a particular problem in community nutrition. Herbold.

**Ntr. 390-2 Seminar: Selected Topics in Nutrition**  
4 sem. hrs. Prereq.: Mth. 118, Ntr. 311, one semester of behavioral science, and consent of the instructor.

This seminar examines in depth selected topics in nutrition, it is designed to introduce students to research methodologies with a focus on critically evaluating methods and materials used in nutrition research. Students will design and evaluate a simple experiment. Lectures and discussions will be supplemented with field trips and workshop. Hendricks.

## Department of Philosophy

**Chair:** Stafford  
**Professor:** Raymond  
**Associate Professor:** Stafford  
**Assistant Professor:** Thiruvengadam  
**Visiting Assistant Professor:** Torres-Gregory  
**Administrative Assistant:** Grady

Philosophy is that discipline in which questioning is central. It cultivates a sensitivity to values, to systems of thought, and to other people. By sharpening the skills of critical analysis and clarity in thinking, philosophy fosters the intellectual flexibility necessary to meet any challenge.

The philosophy major requires 32 semester hours (eight courses). All majors must take Phl. 122, at least two courses in the history of philosophy (Phl. 241, 242, 243, 244, or 245), at least one intermediate level course, and the seminar, Phl. 300, which may be taken more than once.

The major offers three informal "tracks" which students can elect by taking at least three courses in one area. Students are not required to elect a track, but they will be strongly advised to do so for the purpose of curricular coherence.

These tracks are outlined as follows:

## Religion and Culture

Phl. 119	World Religions
Phl. 120	Problems of Philosophy
Phl. 121	Philosophy of Religion
Phl. 132	Philosophy of Art
Phl. 133	Asian Philosophy
Phl. 152	Philosophy of Literature
Phl. 240	Women and Spirituality

## Ethics and Policy

Phl. 120	Problems of Philosophy
Phl. 127	Ethics in the Workplace
Phl. 128	Justice, Equality, and Human Rights
Phl. 130	Ethics
Phl. 131	Biomedical Ethics
Phl. 223	Philosophy of Race and Gender
Phl. 225	Moral Issues in Advanced Technology
Phl. 226	Law and Philosophy

## Science, Symbols, and the Self

Phl. 120	Problems of Philosophy
Phl. 123	Symbolic Logic
Phl. 129	Philosophy of Science
Phl. 136	Philosophy of Human Nature
Phl. 225	Moral Issues in Advanced Technology
Phl. 237	Philosophy of Mind
Phl. 238	Ways of Knowing

Depending on its topic in a given year, Phl. 258 (Special Topics in Philosophy) will fit one of the tracks above. Regardless of track, the major is designed to provide the student with a critical understanding of concepts and methods of thinking. Each should prepare the way for further postgraduate work not only in philosophy, but also in law, theology, education, psychology, health fields, and public affairs.

## Minor in Philosophy

The following courses are required for a minor in philosophy: Phl. 122, one history of philosophy course (Phl. 241, 242, 243, 244, or 245), and three electives.

## Courses

### Phl. 115-1 Argumentation and Debate

4 sem. hrs.

This course provides the opportunity to acquire and practice the skills required for successful argumentation and debate. Students learn to analyze and research a debatable proposition, to evaluate and use evidence to build structured affirmative and negative cases, to argue for and against propositions, and to deliver a convinc-

ing argument. Each student participates in numerous classroom debates, as well as at least one intercollegiate debate. Stafford.

### Phl. 119-1 World Religions (CC)

4 sem. hrs.

This course explores the fundamental belief systems of Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam, and Christianity. Thiruvengadam.

### [Phl. 120-1 Problems of Philosophy

4 sem. hrs. Not offered in 1998-99.]

This course introduces some of the perennial questions of philosophy in light of some of the major philosophical systems and thinkers and current issues: Who are we? What can we know? What is real? How should we live? Torres-Gregory.

### Phl. 121-1 Philosophy of Religion

4 sem. hrs.

Philosophy of religion studies a cluster of problems and competing perspectives: the nature of religious language, the evidence for and against the existence of God, the problem of evil, the relationship of faith to reason, and the meaning of death. Thiruvengadam.

### Phl. 122-1 Critical Thinking

4 sem. hrs.

An introduction to critical thinking and writing. Topics addressed include the nature of argument—both inductive and deductive, deductive argument patterns, informal logical fallacies, non-argumentative persuasion, and the critical evaluation of claims. Torres-Gregory.

### [Phl. 123-2 Symbolic Logic

4 sem. hrs. Not offered in 1998-99.]

An exploration of argument forms and the nature of validity and deductive reasoning, including proof procedures, truth tables, syllogisms, quantification, and predicate logic. Torres-Gregory.

### [Phl. 127-2 Ethics in the Workplace

4 sem. hrs. Not offered in 1998-99.]

A consideration of business practices from competing ethical points of view. Among the questions addressed are the following: what should be the relationship between business and the state? Are property rights absolute? Is affirmative action morally desirable? Should human rights limit the pursuit of profit? The



goal of this course is to increase appreciation of the ethical implications of business behavior at both the individual and the social level. Torres-Gregory.

**[Phl. 128-1 Justice, Equality, and Human Rights**

**4 sem. hrs. Not offered in 1998-99.]**

An issues-oriented introduction to some of the central themes of social and political philosophy. Topics include the justification of government interference in private life, the nature and proper scope of liberty, the relationship of justice to different economic systems, and the extent of our obligations to the state. Raymond.

**Phl. 129-2 Philosophy of Science**

**4 sem. hrs.**

An inquiry into the nature of explanation in the natural sciences: How is scientific knowledge arrived at, how is it supported, how does it change, and what kind of understanding can its explanations give us? In addition, the influence of gender, the role of value judgments in the scientific enterprise, and the moral obligations of scientists are considered. Stafford.

**Phl. 130-1 Ethics**

**4 sem. hrs.**

An introduction to ethical issues and ethical theory. Topics include major theoretical approaches to ethics (Aristotle, Bentham, Kant, and Gilligan), as well as issues such as racism, multicultural education, friendship, animal rights, world hunger, obligations to parents and children, and self-respect. Torres-Gregory.

**Phl. 131-2 Biomedical Ethics**

**4 sem. hrs.**

The course examines moral questions concerning rights and responsibilities in professional biomedical relationships as reflected in codes and models, and as they unfold in issues of truth-telling, informed consent, privacy, confidentiality and patient self-determination. Specific issues include reproductive technologies, euthanasia, eugenics, and justice in health care. Torres-Gregory.

**Phl. 132-1 Philosophy of Art**

**4 sem. hrs.**

What makes a work of art? What makes it good or bad art? What is beauty? What role does art play in our being human? Such questions are raised and discussed in the light of different theories as they are found in theories ranging from classical Greek thinkers to contemporary philosophers. Thiruvengadam.

**[Phl. 133-2 Asian Philosophy (CC)**

**4 sem. hrs. Not offered in 1998-99.]**

Emphasis on Hinduism and Taoism as metaphysical systems, Buddhism (including Zen Buddhism) as a philosophy of life, and Confucianism as a political philosophy or as an ethical theory. A western perspective on these issues will be introduced to provide a basis for comparison. Thiruvengadam.

**Phl. 136-2 Philosophy of Human Nature**

**4 sem. hrs.**

An exploration of human nature, including the views of sociobiologists and their critics, the mind/body dualism of Descartes, physicalism, the nature of the self, and the possibility and relevance of machine intelligence. Torres-Gregory.

**[Phl. 152-1 Philosophy of Literature**

**4 sem. hrs. Not offered in 1998-99.]**

Contemporary philosophers define "narrative" as "the structure of human thought and action," thus indicating the intimate relation between narrative form and our experience and understanding of time (plot), place (setting), and identity (character). This course travels the crossroads between the study of literature and philosophy, examining such issues as the structure of literature, the bearing of literary style on philosophical ideas, and the application of philosophical categories to literary criticism. Torres-Gregory.

**Phl. 223-2 Philosophy of Race and Gender**

**4 sem. hrs.**

This course in social and political philosophy investigates the impact of racism and sexism on self-awareness and self-understanding. If I am a person of color, or a woman, or both, how is the meaning of my identity constituted? Are "race" and "gender" natural categories? Does it matter? How does the way others see me affect the ways I see myself? What ought to be the relationship between social policy and identity? Raymond.

**[Phl. 225-2 Moral Issues in Advanced Technology (DWC)**

**4 sem. hrs. Not offered in 1998-99.]**

This course will deal specifically with moral issues associated with computing technology, the environment, and genetic engineering. Readings in moral theory will be followed by consideration of contemporary case studies and the issues they raise. Stafford.

**Phl. 226-1 Law and Philosophy**

4 sem. hrs.

This course examines the institution of law from a philosophical point of view. Topics include the nature and definition of law, the relationship between law and morality, grounds for obedience to law or civil disobedience, justifications of punishment, legal reasoning, justification of the adversary system, professional ethics of lawyers, and feminist jurisprudence. Raymond.

**[Phl. 230 African Philosophy and Literature**

4 sem. hrs. Not offered in 1998-99.]

The actuality of contemporary Africa is constituted by the hybrid and paradoxical situation of neocolonialism and the continuing struggle to overcome this stifling residue of the colonial past. It is out of this negative situation, constituted by conflict, that both philosophic and literary productivity have, thus far, been established. This course interpretatively examines some African literary texts focused on seeing how what concerns these texts, is also the main preoccupation, on a conceptual level, of African philosophic work. Staff.

**Phl. 237-1 Philosophy of Mind**

4 sem. hrs.

An exploration of the nature of human consciousness and the self. The course will focus on the views of contemporary philosophers, psychologists, and Eastern religious thinkers; readings will include classical authors such as Descartes, as well as contemporary philosophers such as Daniel Dennett. Stafford.

**[Phl. 238-2 Ways of Knowing**

4 sem. hrs. Not offered in 1998-99.]

An examination of the nature and varieties of human knowing. Classical approaches, such as that of Plato, as well as more contemporary approaches will be considered. Topics include tacit knowing, mystical knowing, the possibility of objective and subjective knowledge, and the role of knowledge in contemporary society. Stafford.

**Phl. 239-2 Women and Spirituality**

4 sem. hrs.

This course examines the common ground between women's studies and philosophy of religion. This includes topics such as: the feminist critique of Goddess worship and witchcraft; the place of spirituality in empowerment and social change; and the nature of ritual, the sacred, and the nature of spiritual experience. Thiruvengadam.

**Phl. 241-1 The Beginnings of Philosophy: Plato and Aristotle**

4 sem. hrs.

Philosophy takes place in discourse. This course is an opportunity to get in at the start of the conversation when western philosophy was first shaping the concepts and questions that still concern us today. Plato and his precursors, Aristotle and his followers, will be our conversation partners for the semester. Torres-Gregory.

**[Phl. 242-1 Making of the Modern Mind**

4 sem. hrs. Not offered in 1998-99.]

The modern period in philosophy, beginning with Descartes and ending with Kant, reflects the radical changes occurring in society at that time resulting, in particular, from the scientific revolution. This course analyzes some of those changes, focusing on the major philosophical views of the period. It examines issues of personal identity, knowledge, the existence of God, and the nature of the external world. Raymond.

**Phl. 243-2 Mind, Politics, and Society: 19th-Century Philosophy**

4 sem. hrs.

Philosophy in the 19th century struggles with its disenchantment with modern optimism and raises new questions about political revolution, utopian visions of society, personal despair and human freedom, economic turmoil, control, and wealth, and subjectivity and truth. This course examines the views of 19th-century thinkers including Hegel, Marx, Mill, Nietzsche, and Dostoevsky. Torres-Gregory.

**[Phl. 244-2 20th-Century Philosophy**

4 sem. hrs. Not offered in 1998-99.]

Philosophy in the 20th century reflects on its own methodology and turns that reflection into self-criticism. This course explores some of the directions which philosophy took during that period, including existentialism, pragmatism, philosophy of language, and postmodernism, and raises questions about the future of philosophy. Authors such as Wittgenstein, Quine, Sartre, Peirce, Dewey, and Rorty are studied. Torres-Gregory.

**Phl. 245-1 Existentialism**

4 sem. hrs.

This course examines some of the major themes of existentialist thought using the work of Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, and others. It addresses questions like: How does the reality



of death affect the meaning of life? Is existence absurd? What does it mean to live authentically? Raymond.

**[Phl. 258-2 Special Topics in Philosophy  
4 sem. hrs. Not offered in 1998-99.]**

An in-depth examination of an issue or theme of philosophical importance. Topic to be announced. Staff.

**Phl. 300-2 Philosophy Seminar  
4 sem. hrs. Prereq.: One course in Philosophy or Women's Studies or consent of the instructor.**

Intensive examination of a particular philosopher, philosophical school of thought, or philosophical problem. Stafford.

**Phl. 350-1, 2 Independent Study  
4 sem. hrs. Prereq.: Consent of the instructor.**

A sustained examination of a topic not covered in the regular course offerings. Staff.

**Phl. 355-1, 2 Senior Thesis  
4 or 8 sem. hrs. Prereq.: Consent of the instructor.  
Staff.**

**Phl. 370-1, 2 Internship in Philosophy  
4 or 8 sem. hrs. Prereq.: Consent of the supervising faculty member.  
Staff.**

**Phl. 450-1, 2 Independent Study:  
Graduate Level  
4 sem. hrs.**

Staff.

**Please note:** WSt. 304 Feminist Theory may be counted toward the philosophy major.

## Physical Education, Intercollegiate Athletics, Recreation, and Intramurals

**Director:** Kantor

**Staff:** Backlund, Baker, McCormack, Moore

### Lifelong Exercise and Activities Program (L.E.A.P.) Noncredit.

At the Holmes Sports and Fitness Center opportunities for intercollegiate, intramural, and recreation participation are offered to all students of the College. Students of many athletic backgrounds and skill levels can find a way to enjoy exercise at Simmons, whether they are on their way to a conference championship with their varsity team or unwinding after a difficult exam. Opportunities available are: to compete as a varsity athlete against other athletes from around New England; to play on an intramural team against residence hall friends, faculty, and staff; to learn new skills or further develop existing ones through fitness instructional courses; and to enjoy the outdoors on a recreational outing.

The intercollegiate athletic program emphasizes the pursuit of athletic excellence and enjoyment of competition against New England colleges. As a NCAA Division III institution, sports teams at Simmons have a tradition of high-caliber student-athlete participation and a reputation as a competitive member of the Great North East Athletic Conference. Our soccer

team has the outstanding recognition of winning the 1996 Conference Soccer Championship. Over the past three years Simmons' varsity teams have finished third or higher during regular season and tournament competitions. Many athletes in the past have achieved All-American, All-New England, All-Conference and All-Tournament honors. Being a member of a varsity athletic team is a serious commitment. Most of our student athletes manage a rigorous academic schedule along with ten to twelve hours per week at a job. Teams are invited back to campus early for pre-season training, and once the athletic seasons are underway, most teams practice and compete late on weekday afternoons and early Saturday mornings. Nine sports teams are sponsored. These are: basketball, crew, field hockey, novice crew, soccer, softball, swimming and diving, tennis, track and field, and volleyball.

The Lifelong Exercise and Activities Program is designed to provide non-credit instructional classes, workshops, field trips, professional development training, recreational activities, and intramurals. The intramural program is for those students who want to participate in a recreational program which can be either competitive or social. Students may form teams with their student organizations, residence halls, academic departments, or participate as individuals. The Colleges of the Fenway have joined Simmons to com-

pete in selected intramural leagues ending with a championship tournament. Leagues and championships offered from time to time include basketball, co-ed volleyball, co-ed flag football, inner tube water polo, indoor soccer, softball, tennis, and co-ed ultimate frisbee.

Opportunities for recreation-sponsored activities abound throughout New England. Sponsored department outings are mostly day trips, but several weekend events are planned. Whether it's hiking in the White Mountains of New Hampshire, skiing at Sunday

River in Maine, or rollerblading on the Esplanade, recreation trips are for the outdoor enjoyment of physical activity, with guided instruction provided.

Instructional classes, workshops, and clinics are offered to those individuals eager to learn or develop physical skills and fitness. Taught by trained professionals recognized regionally and nationally, a sample of instructional offerings include aerobics, aquatics, cardio-boxing, dance, fitness and conditioning, outdoor adventure, professional leadership development, safety, and wellness.

## Program in Physical Therapy

**Director:** Jette

**Professor:** Jette

**Associate Professors:** Goodgold-Edwards, Slavin

**Assistant Professors:** Morrison, Heller, Norton

**Assistant Professor and Academic Coordinator of Clinical Education:** Johnson

**Instructors:** Kaufman, Ratcliffe, Rivard, Tasker

Simmons College's Graduate Program in Physical Therapy is a nationally respected leader in Physical Therapy education. The Program is an innovative, integrated, three-year, entry-level master's program. Situated in the Graduate School for Health Studies, the unique interdisciplinary environment prepares graduates to meet the challenges of today's health care system. The curriculum emphasizes a problem-based, self-directed approach to learning, using case studies to integrate basic science and clinical knowledge in conjunction with psychosocial aspects of patient care. In small group tutorials, students work closely with individual faculty to explore information and develop clinical insights and professional behaviors. Professional practice is a fundamental component of the curriculum accomplished through integrated clinical experiences and full time clinical internships. Program graduates practice in a variety of health care settings with individuals of all ages. They demonstrate excellent clinical skills, leadership and confidence, and are successful practitioners.

For students entering as freshmen, the major extends over a period of six years. The first three years are devoted to fulfilling requirements in the necessary basic and social sciences, liberal arts, and electives. During the final three years students are enrolled in the Graduate School for Health Studies and take courses in the professional curriculum. At the end of four years, a student receives a B.S. degree with a major in health science for physical therapy. At the end of the

six years the master of science degree is awarded. The completion of the master's degree is required to be eligible to take the examination for licensure and to practice physical therapy.

Throughout the six years at Simmons, students majoring in health science for physical therapy must meet certain academic requirements. These requirements should be reviewed by the student periodically to ensure that all appropriate steps are taken toward meeting them. Students must complete all prerequisite science requirements, foreign language requirements, math competency, designated writing course, and distribution requirements by the end of their third year at Simmons. In order to matriculate into the professional program, students must have a 2.8 GPA in the prerequisite science courses at the end of the junior year. If at any time a student's academic work, conduct, or health is unsatisfactory, she may be required to withdraw from the major. Students may not declare physical therapy as a major unless they have been admitted as freshmen into the major. Students who are interested in physical therapy and have not been admitted as freshmen, should make an appointment to speak to the Assistant Dean of the Graduate School for Health Studies. Refer to the Graduate School for Health Studies Catalog and the master of science degree in physical therapy, page 181 in this catalog, for further descriptions of the academic requirements, student responsibilities, and the professional curriculum.

The program in physical therapy is accredited by the Commission on Accreditation in Physical Therapy Education.

**Prerequisites.** Students entering as freshmen in the fall must take two semesters each of biology, chemistry, physics, and human anatomy/physiology (all with laboratory components), as well as two semesters of psychology and one semester of statistics during the first three years in order to qualify for the major in



health science for physical therapy. These courses are usually Bio. 113 and Bio. 221; Chm. 111 or Chm. 113, Chm. 112 or Chm. 114, Phy. 110 and Phy. 111, Bio. 231 and Bio. 232, Psy. 101 and one additional psychology course; and Mth. 118. Work or volunteer experience in physical therapy or a related field is highly recommended.

In general, electives should be chosen outside the area of science, but in accordance with general interests.

**Requirements.** The following courses are required in the fourth year for the major in health science for physical therapy. (A full list of the courses required in the fifth and sixth years for the master's degree is listed on page 182.)

PT 305	Principles of Disease & Disability
PT 310	Dynamics of Human Movement
PT 320	Fundamentals of PT Practice

PT 321	Development of Movement and Skill Acquisition
PT 340	Principles of Neurokinesiology
PT 341	Advanced Human Anatomy
PT 357	Directed Research/Study
PT 468	Integrated Clinical Experience I
GSHS 410	Research Methods

Classes in physical therapy are not open to students in any of the College's other programs.

The courses must be taken in sequence, i.e., each course listed in the first semester must be completed before taking courses in the second semester; the courses listed in the second semester must be completed prior to taking courses offered in the next year and thereafter. The program requires a full-time commitment.

## Physics

**Professor:** Goldberg

**Administrative Assistant:** Galloway

The following courses are offered for those students requiring physics for their programs or for those wishing to satisfy a course or courses to fulfill the science portion of the liberal arts and sciences requirements.

### Courses

**Phy. 105-2 Science and Technology in the Everyday World: The Way Things Work**  
4 sem. hrs.

Through a study of various technological devices and systems, this course traces the development of technology, provides insight into the fundamentals of modern science and technology, emphasizes the synergy between the two, and provides practical experience in dealing with real systems and devices found in daily life. Integrated lecture and laboratory. Goldberg.

**Phy. 110-1, 111-2 Introductory Physics I, II**  
4 or 8 sem. hrs. Prereq.: Secondary school algebra. (Phy. 110 is prereq. to Phy. 111.)

The fundamentals of physics for students with preparation in algebra. Topics will be drawn from mechanics, electricity and magnetism, waves and optics, and modern physics. Weekly laboratory. Staff.

**Phy. 112-1, 113-2 Fundamentals of Physics I, II**

4 or 8 sem. hrs. Prereq. or concurrent: Mth. 110, 111. (Phy. 112 is prereq. to Phy. 113.)

Concentration on the subjects of mechanics and electricity and magnetism, on the concepts of particle and field, motion, mass, force, energy, and momentum. Additional material drawn from kinetic theory, heat and thermodynamics, waves, and optics. The first course in physics for science majors. Weekly laboratory. Staff.

**[Nat. Sci. 110-2 Great Discoveries in Science**

4 sem. hrs. Not offered in 1998-99.]

See Description in Department of Biology.

# Department of Political Science and International Relations

**Chair:** Welch

**Professors:** Jensen, Welch

**Associate Professor:** Beattie\*\*\*

**Assistant Professor:** Abuza

\*\*\*On sabbatical leave entire year 1998-99.

## POLITICAL SCIENCE

The field of political science is divided into four sub-fields: American politics, comparative politics, international politics, and political theory. Collectively, courses in these areas introduce students to the study of the institutions of government, the processes of decision making (domestic and international), the content of these decisions (public policy), and their impact on society. The field of political science is also concerned with questions of how governments should be constituted and how politics should be carried out.

The study of political science has traditionally provided a solid foundation for careers in government (national, state, and local), diplomacy, law, and business, as well as in teaching and journalism. For this reason, students often choose to combine a major in political science with one of a wide variety of other majors, such as communications, economics, education, English, history, management, psychology, sociology, and international relations.

The curriculum in the Department of Political Science consists of four introductory courses, a wide variety of topics courses, and an advanced seminar. Students in the department are encouraged to undertake internships in government offices and interest groups at the national, state, and local levels. They also have the opportunity to pursue independent research with individual professors. A limited number of juniors are able to spend a semester at the Washington Semester Program of The American University, Washington, D.C. The department also encourages students to engage in political science studies abroad.

## Major in Political Science

**Requirements.** All majors are required to take the following four introductory courses in the four sub-fields of political science, plus PolS. 230.

PolS. 101	Introduction to American Politics
PolS. 102	Introduction to International Politics
PolS. 103	Introduction to Political Ideas
PolS. 104	Introduction to Comparative Politics
PolS. 230	Modern Political Ideologies

Students must also take 12 additional semester hours in political science to include two electives and one seminar given by the department.

The College degree requirement of eight semester hours of independent learning may be met by PolS. 350, 355, 370, 380, or 390. The independent study requirement may also be met with one course from another department. These eight semester hours (with the exception of a seminar) are in addition to the 32 semester hours required in the political science major.

## Minor in Political Science

A political science minor consists of 20 semester hours: three 100-level courses and two 200+ level courses.

**Honors in Political Science.** An honors program is offered to qualified students who fulfill the College requirements as designated on page 10 and who have been invited to participate by the department. A student must submit a proposal to the department for approval.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily PolS. 355, Directed Study: Senior Thesis.

## Minor in Public Policy Studies

Public policy concerns the actions of governments and the objectives that guide those actions. The 80,000 governments that make up the American system have a profound effect on the daily life of their citizens.

Students are drawn to study public policy for various reasons. Many students may hope to work for local, state, or national governments at some point in their careers. Students who plan to work in the private sector increasingly find that their professional and personal activities are affected by government. In addition, all students who desire to become more informed citizens find their lives enriched by an appreciation of how, and to what effect, government acts.

The interdisciplinary field of public policy is organized around four related sets of questions:

- Who or what influences the direction of government action?
- What "tools" are available to address societal problems?
- What are the effects of government actions?
- What are the appropriate normative questions about how policy is made and what government actually does?



The study of public policy requires a basic grounding in economics and political science. Students are therefore required to take introductory courses in each of those fields. Since the upper level public policy courses in economics are all microeconomics-based, the Principles of Microeconomics course is required.

The minor consists of five courses:

Eco. 100 Principles of Microeconomics

two of the following Eco. courses:

Eco. 236 Public Economics

Eco. 239 Government Regulation of Industry

Eco. 241 Business Competition and Antitrust Policy

Eco. 247 Environmental Economics

and two PolS. courses:

PolS. 101 Introduction to American Politics

PolS. 217 American Public Policy

## Courses

### Survey Courses

#### **PolS. 101-I, 2 Introduction to American Politics**

4 sem. hrs.

Analysis of the institutional development of American national government, emphasizing the presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy.

#### **PolS. 102-I, 2 Introduction to International Politics**

4 sem. hrs.

An introduction to the patterns of relations among states, both conflictual and cooperative. The relations between the superpowers, and between the superpowers and the Third World, will be examined. Students will take part in a simulation of an international crisis. Abuza.

#### **PolS. 103-I Introduction to Political Ideas**

4 sem. hrs.

An introduction to basic notions about politics, including authority, order, justice and liberty. Readings from the classics of political philosophy (including Plato, Aristotle, Machiavelli, Hobbes, and Mill) as well as from recent writers who draw on these notions in debates over such contemporary issues as flagburning, censorship, and international human rights. Welch.

#### **PolS. 104-2 Introduction to Comparative Politics**

4 sem. hrs.

An introduction to the study of governments other than the United States. Governments selected for study include France, Russia, the People's Republic of China, and Egypt. Beattie.

## Topics Courses

#### **PolS. 211 The Politics of Cities**

4 sem. hrs.

Evaluation of the development of cities. Discussion of informal processes that link informal demands to formal institutional process; emphasis is on political parties and interest and ethnic groups. Evaluation of the impact of urban programs, such as schooling, welfare, etc.

#### **PolS. 212 The American Congress**

4 sem. hrs.

An examination of the internal operational dynamics of the Congress, as well as congressional relationships with external political actors such as the president. In explaining congressional behaviors, special attention will be paid to the interactions between individual lawmakers' choices and structural environments of the Congress.

#### **PolS. 214 Constitutional Law: The Modern Court**

4 sem. hrs.

Analysis of the Supreme Court's decisions in recent decades, with emphasis on the constitutional rights that individuals have against states and the federal government. Consideration of the contemporary court and its impact on debates over privacy, race and sex discrimination, and freedom of speech and religion. Welch.

#### **PolS. 215-I The Politics of Race and Ethnicity**

4 sem. hrs.

This course examines the changing patterns of incorporation of ethnic and racial minorities in American politics, beginning with a survey of ethnic and racial politics from the 19th century through the 1960s. Next, the course focuses on the politics of the post-Civil Rights era, looking at national-level politics, urban ethnic and racial politics, and the development of Hispanic politics. The course concludes with an examination of key economic and social welfare policy issues that affect minority and ethnic politics.

**[PolS. 216 The American Presidency**  
4 sem. hrs. Not offered in 1998-99.]

An exploration of various aspects of the American presidency, including presidential electoral processes, patterns of presidential decision-making, and relationships with other institutions. In addition, the question of presidential leadership and structural constraints upon it will be examined through analysis of specific cases.

**PolS. 217-2 American Public Policy**  
4 sem. hrs.

This course investigates the development of public policy in the U.S., emphasizing how patterns of political power shape, and are shaped in turn, by state intervention. Various social and economic policies of the U.S. are looked at as illustrations of these processes; examples might include health policy, industrial policy, and environmental policy.

**PolS. 218 Parties and Elections**  
4 sem. hrs.

The nature of political parties and their relationship to political competition in the United States are examined. The function of parties, alternative mechanisms of interest representation, and recent American electoral events are among the topics covered in the course.

**PolS. 219-2 Gender and Politics**  
4 sem. hrs.

This course considers the role of gender in American politics, including past and present efforts on behalf of the collective political interests of women. It also investigates the ways in which feminist and New Right women define their interests and analyzes the processes by which they organize to pursue those interests. Welch.

**PolS. 220-1 International Organization and Law**  
4 sem. hrs.

An introduction to the problems and processes of international organizations. Analysis of the issues dealt with by international organizations and the reasons for their successes and failures. Abuza.

**[PolS. 221-1 The Arab-Israeli Conflict**  
4 sem. hrs. Not offered in 1998-99.]

This course examines the political dimensions of the Arab-Israeli conflict. The course analyzes the interests and objectives of all the major parties in the conflict, ranging from its impact on Israeli society and the

Palestinians to the concerns of other regional and superpower actors. Beattie.

**PolS. 223 Leadership and Foreign Policy**  
4 sem. hrs.

This course examines the foreign policies pursued by several leaders, both American and non-American. Through examination of memoirs, biographies, documents, and other sources, we will reconstruct the international and domestic situations facing the various leaders, how they perceived these situations, and why the foreign policies were adopted.

**PolS. 225 International Politics of East Asia**  
4 sem. hrs.

An examination of the international politics of East Asia, with particular attention to the foreign policies of China, Japan, North and South Korea, Thailand, and Indonesia, as well as to the important issues in the region. Abuza.

**PolS. 228-2 The Vietnam War: An Integrated Approach**  
4 sem. hrs.

This course will provide an integrated analysis of the causes and conduct of the Vietnam war from both Vietnamese and American perspectives. It will begin with an examination of Vietnamese culture and the origins of anti-colonialism. It will then analyze the Franco-Vietminh War, the Geneva Conference, the division of the country and nation-building in North and South Vietnam, and the decision-making process in both Washington and Hanoi. Course materials will include film, poetry, memoirs, novels, and cultural analyses, as well as political-historical analyses. Abuza.

**PolS. 230-2 Modern Political Ideologies**  
4 sem. hrs.

Analysis of the emergence of modern political ideologies—including democratic liberalism, socialism, conservatism, and nationalism—and their continuing impact on contemporary politics. Readings from selected modern political theorists, including Locke, Rousseau, Burke, Mill, Marx, and Nietzsche. Welch.

**[PolS. 231-1 Political Thought in the 20th Century**  
4 sem. hrs. Not offered in 1998-99.]

Analyzes important theoretical perspectives on politics in the 20th century, including theories of mass society,



reformulations of liberalism and democratic theory, and the emergence of postmodernism. Readings from Freud, Weber, Arendt, Rawls, Habermas, and Foucault. Welch.

### **PolS. 240 Russia and Eastern Europe in World Politics**

4 sem. hrs.

Provides an examination of the politics of Russia and Eastern Europe. Particular attention will be paid to the problems encountered in the transition to free market economies and political democracy from command economies and single-party regimes.

### **PolS. 241 Latin American Politics**

4 sem. hrs.

Focuses on the political development of Latin America in the 20th century. Topics include populism, revolutionary movements, bureaucratic-authoritarian regimes, and the prospects for redemocratization. The course concludes with a discussion of the effects of American foreign policy on the region.

### **PolS. 242 Government and Politics of Africa**

4 sem. hrs.

An examination of politics, economy, and society in post-colonial Africa, with emphasis on the continuing influence of colonialism on the problems and prospects of establishing and maintaining stable political communities and economic development, and on the role of the African countries in regional and international politics.

### **[PolS. 243-2 Middle Eastern Politics**

4 sem. hrs. Not offered in 1998-99.]

This course provides a thorough introduction to the politics of the Middle East (Near East and North Africa). Emphasis is placed on the search for legitimacy by the Arab regimes, the resurgence of Islamic fundamentalism, and the politics of Israel. Beattie.

### **PolS. 245-1 Politics of Newly Industrializing Countries**

4 sem. hrs.

Provides an overview of problems encountered by developing countries, such as the formation of a national identity, military interventions in politics, the development of representative government, challenges

posed by powerful companies and nation states, and the need to combat poverty, illiteracy, and economic underdevelopment in general. Abuza.

### **[PolS. 246-1 Politics of Western Europe**

4 sem. hrs. Not offered in 1998-99.]

Provides an overview of the politics of Western Europe. Key issues to be dealt with from a comparative perspective include political institution-building, varying modes of interest representation, and challenges facing Western Europe today. Beattie.

### **Seminar**

#### **PolS. 390-1 Senior Integrative Seminar (DWC)**

4 sem. hrs.

An intensive study of a specific topic in political science. Required of all seniors. Welch.

### **Independent Learning**

#### **PolS. 350-1, 2 Independent Study**

4 sem. hrs. Prereq.: Consent of the department.

Open to students in political science wishing to do advanced work with a member of the department. Staff.

#### **PolS. 355-1, 2 Directed Study: Senior Thesis**

4 or 8 sem. hrs.

Required for honors in political science. Includes oral examination. Staff.

#### **PolS. 370-1, 2 Internship**

8 sem. hrs. Prereq.: Consent of the department.

For students in political science who engage in supervised on-the-job experience in some government agency, or with a political office holder or office seeker. Internships are located in the Greater Boston area; only under exceptional circumstances and with permission of the department may internships take place outside of Greater Boston. Internships are not permitted in the summer.

#### **PolS. 380-1, 2 Field Work**

4 sem. hrs. Prereq.: Consent of the department.

Similar to an internship, but requires a slightly different emphasis (on research) and a shorter commitment of time. Field work placements are in the Greater Boston area.

# INTERNATIONAL RELATIONS

## Major in International Relations

The major in international relations at Simmons is interdisciplinary, and seeks to impart to students an understanding of the political, economic, social, and cultural relations among states. Such an understanding is critical in today's world, and can support a variety of career options.

The major consists mainly, but not exclusively, of courses in international politics, international economics, diplomatic history, and sociology. These courses are followed in the senior year by a final integrative seminar, and, if the student chooses, an internship or independent study. Students have interned at such places as the World Affairs Council, the United Nations Association, Amnesty International, the International Business Center, BayBanks International, the offices of U.S. senators, Grassroots International, and other organizations involved in international relations.

Although students are not required to take advanced courses in a foreign language, at least one course above the intermediate level is strongly recommended.

The International Relations Steering Committee is composed of faculty members from the departments of Economics, History, Modern Languages and Literatures, Political Science, and Sociology. Each faculty member is available for advising and supervising internships, independent studies, and honors theses.

## Requirements for the Major

### Core Courses

His. 203	History of East Asian-U.S. Relations
His. 228	Europe in the World of the 20th-Century
PolS. 102	International Politics
PolS. 220	International Organization
WSt. 200	Issues in International Women's Studies

And one of the following:

Eco. 218	International Trade
Eco. 220	International Monetary Systems

**Electives.** Three courses in one area—either Africa, Development Studies, East Asia, Europe, Latin America, or the Middle East.

**Senior Seminar** (IR390)

**Prerequisites.** For Eco. 214, 216, 218, or 220: Eco. 100 and 101.

## Area Studies Lists

### Africa

Eco. 214	Women in the World Economy
Eco. 216	Economic Development
Frn. 316	Outside France: Perspectives from the French Speaking World
His. 212	Topics in African History
IR 202	Special Topics in International Relations (depending on topic)
PolS. 242	Government and Politics of Africa
Soc. 348	Re-envisioning the Third World

### Development Studies

Eco. 214	Women in the World Economy
Eco. 216	Economic Development
PolS. 104	Introduction to Comparative Politics
PolS. 245	Politics of Newly Industrializing Countries
Soc. 267	Globalization, Transnationalization, and Cultures of Resistance
Soc. 348	Re-envisioning the Third World

### East Asia

Chn. 310	Chinese Civilization
Eco. 150	The Japanese Economy
His. 201	The Dynamics of Japanese History
His. 206	The Rise of Modern China
IR 202	Special Topics in International Relations (depending on topic)
Jpn. 310	Japanese Civilization
PolS. 225	International Politics of East Asia

### Europe (including Russia)

Eco. 220	International Monetary Systems
Frn. 310	Inside France: Studies in French Culture
Frn. 312	The French Press and Contemporary Culture
IR 202	Special Topics in International Relations (depending on topic)
PolS. 240	Russia and Eastern Europe in World Politics
PolS. 246	Politics of Western Europe
Spn. 310	Spanish Civilization

### Latin America

Eco. 214	Women in the World Economy
Eco. 216	Economic Development
IR 202	Special Topics in International Relations (depending on topic)



PolS. 241	Latin American Politics
Soc. 348	Re-envisioning the Third World
Spn. 312	Hispanic American Cultural History
Spn. 330	Art of Revolution
Spn. 332	The Contemporary Latin American Novel
Spn. 334	Multinational Corporations: A Latin American Perspective

### Middle East

IR 202	Special Topics in International Relations (depending on topic)
PolS. 221	The Arab-Israeli Conflict
PolS. 243	Middle Eastern Politics
Soc. 348	Re-envisioning the Third World

Students may substitute courses from other colleges and study abroad programs with special permission.

### Minor in International Relations

A minor is composed of five courses or 20 semester hours. If a student is interested in an international relations minor, she is encouraged to contact the department chairperson.

**Honors in International Relations.** An honors program is offered to qualified students who fulfill the College requirements designated on page 10 and who are invited to participate by the department. A student wishing to write an honors thesis must submit a proposal to the International Relations Steering Committee for approval in the spring semester of her junior year.

### Courses

#### IR 202-2 Special Topics in International Relations

4 sem. hrs.

Each year the course reflects the interests and experiences of the current Warburg Professor of International Relations. Jensen.

#### IR 350-I, 2 Independent Study

4 sem. hrs.

Members of the International Relations Steering Committee.

#### IR 355-I, 2 Directed Study: Honors Thesis

8 sem. hrs. (4 sem. hrs. for two semesters)

Required for honors candidates in international relations. Includes a senior thesis and an oral defense with members of the International Relations Steering Committee.

#### IR 370-I, 2 Internship

8 sem. hrs.

For international relations majors who wish to engage in a supervised on-the-job experience in an organization dealing with international relations. Contingent upon the student's record and interests, the Steering Committee tries to place all interested majors in an appropriate internship. Internships are not permitted in the summer.

#### IR 380-I, 2 Field Work

4 sem. hrs.

Similar to an internship, but requires a slightly different emphasis and a shorter commitment of time.

#### IR 390-I Senior Seminar

4 sem. hrs.

The senior seminar attempts to integrate knowledge students have derived from their required courses in the major, and will address a different topic each year.

### International Relations Steering Committee

Zachary Abuza, Ph.D.

Kirk James Beattie, Ph.D.

Carole Biewener, Ph.D.

Raquel María Halty, Ph.D.

Erik Jensen, D.Phil.

Zhigang Liu, Ph.D.

Jyoti Puri, Ph.D.

Cheryl Brown Welch, Ph.D., Chair

# Department of Psychology

**Chair:** Gentile

**Professors:** Couloupoulos, Thomas\*\*\*

**Associate Professor:** Gentile

**Assistant Professors:** Bennett, Galli, Turner

**Special Instructor:** Wright

**Staff Assistant:** Robbins

\*\*\* On sabbatical leave entire year 1998-99.

Psychology offers the student an opportunity to explore a variety of issues involved in the study and understanding of human behavior and experience. These include physiological functioning, a prolonged period of emotional and intellectual development, our complex learning capacities, and existence in a sociocultural surrounding. Since psychological approaches to the study of human behavior are varied and diverse, the student will encounter a number of ways of viewing and analyzing behavior, each of which makes its particular contribution to the field. The challenge of and interest in psychology lie in the opportunity it presents to the student to grow as a person, to come to understand herself and others, and to gain systematic knowledge of human behavior as a whole.

Students majoring in psychology may seek employment in a wide variety of positions after graduation. Many career paths in psychology require additional graduate experience at either the master's or doctoral level. However, there are a variety of clinical and research opportunities for graduates who may work as researchers or practitioners in such areas as child development, biological psychology, medicine, human resources, survey research, clinical psychology, human factors, and social services.

Simmons offers a joint major in psychobiology. In addition, combining a major in psychology with a major or sequence of courses in another discipline may open the way to interesting careers. Fields that recent students have combined with psychology include mathematics, education, management, communications, philosophy, and English. For specific sequences that integrate psychology with other fields for particular purposes, a student should consult with the Psychology Department chair or her adviser. An undergraduate psychology major can also be good preparation for graduate work in other areas, including social work, hospital administration, educational counseling, human factors research, computer science, law, and public health.

A program leading to the Master of Arts in Teaching, offered jointly with the Department of Education and Human Services, is open to qualified

majors interested in teaching social studies and psychology at the high school level.

## Major in Psychology

**Requirements.** The relatively small required core of courses makes psychology an ideal major to combine in various ways with applied and related areas. The five required core courses are:

Psy. 101	Introduction to Psychology
Mth. 118	Introductory Statistics
Psy. 201	Biological Psychology
Psy. 203	Experimental Psychology
Psy. 352	History and Systems of Psychology

To insure that students receive sufficient breadth across substantive areas, as well as some depth within at least one area, the department also requires that each student successfully complete a minimum of five courses, with at least one course chosen from each of the following areas:

### Basic Processes

Psy. 243	Memory, Thought, and Language
Psy. 246	Psychology of Motivation
Psy. 247	Perception

### Social and Developmental

Psy. 235	Developmental Psychology
Psy. 236	Psychology of Adolescence
Psy. 248	Social Psychology

### Clinical and Personality

Psy. 230	Theories of Personality
Psy. 231	The Nature of Abnormal Behavior
Psy. 241	Assessment of Individual Differences

### Upper Level/Theory and Application

Psy. 335	Social and Emotional Development
Psy. 336	Seminar in the Psychology of the Disturbed Child and Adolescent
Psy. 342	Seminar in Clinical Psychology

### Upper Level/Research

Psy. 332	Research in Biopsychology
Psy. 333	Research in Cognitive Processes
Psy. 348	Research in Social Psychology

Thus, each psychology major must complete 36 semester hours in psychology, as well as four hours



in statistics. In addition to these 40 semester hours, all students must satisfy the College requirement of eight semester hours of independent learning. Normally, at least four hours of independent learning should be in psychology. Psy. 380, Field Work in a Psychological Setting, is a full-year course that meets the all-College requirement for independent learning, as do any two Psy. 350 courses. Alternatively, one course from the Upper Level Research Category may be counted as independent learning, provided it is followed by related work in Psy. 350.

**Electives.** In addition to taking courses from the required areas listed above, majors are encouraged to choose from among the following:

### Special Areas

Psy. 220	The Psychology of Women
Psy. 245	Eating Disorders and Obesity
Psy. 349	Individual Study in Psychology
Psy. 353	Individual Intelligence Testing

**Prerequisites.** Psy. 101, Introduction to Psychology, is a prerequisite for all other courses offered by the department.

**Recommendations.** Students considering a major in psychology are advised to take Psy. 101, Introduction to Psychology, and Mth. 118, Introductory Statistics, during their freshman year. The order in which these courses are taken is not important. Because some background in natural science is of significant value to students who plan a career in psychology, they are advised to consider at least one course in biology, chemistry, or physics.

In general, the department encourages flexible and individualized course planning of electives both within and without the field of psychology. Students should consult the chair or their adviser to arrange programs that meet their particular needs. The following examples may serve as guides to planning an appropriate program.

1. A student planning a career working with children, such as early childhood education, counseling, child guidance, or research, should take Psy. 235, Developmental Psychology; Psy. 241, Assessment of Individual Differences; Psy. 335, Social and Emotional Development.

2. A student planning a career in a hospital setting or one in which physiological research may be involved should take Psy. 247, Perception; Psy. 332, Research in Biopsychology; relevant courses in biology and/or chemistry are recommended.

3. A student who is interested in a career in behavioral research, human factors, computer-based

instruction, or computer science should take at least two of the following: Psy. 243, Memory, Thought, and Language; Psy. 246, Psychology of Motivation; Psy. 247, Perception; and Psy. 333, Research in Cognitive Processes. Students are also encouraged to attain some competence in relevant areas of mathematics or computer science.

4. A student with career interests in the clinical and personality area should take either Psy. 230, Theories of Personality; Psy. 231, The Nature of Abnormal Behavior; or both. In addition, Psy. 241, Assessment of Individual Differences; and Psy. 342, Seminar in Clinical Psychology are recommended.

5. A student planning a career in social service or human resource development should choose her psychology electives from among the following courses: Psy. 230, Theories of Personality; Psy. 231, The Nature of Abnormal Behavior; Psy. 241, Assessment of Individual Differences; Psy. 246, Psychology of Motivation; Psy. 248, Social Psychology; and Psy. 348, Research in Social Psychology.

**Honors in Psychology.** In addition to the courses described in the major in psychology, the honors student must complete Psy. 355, Honors Program: Senior Thesis. This course will also satisfy four semester hours of the independent learning requirement.

## Joint Major in Psychobiology

Students with interests in both biology and psychology may wish to choose the major in psychobiology. Psychobiology draws from the physical, social, mathematical, and life sciences to address intriguing and difficult issues related to behavior and experience. This young but maturing field is yielding exciting new discoveries regarding the biological basis of behavior, conscious experience, and the relationship between physical and mental health. Completion of the major prepares the student to work in a variety of research and clinical settings in psychobiology; and with judicious selection of electives, serves as an excellent preparation for advanced work in either biology or psychology, or for medical, dental, or veterinary school.

**Requirements.** The courses required for the major in psychobiology are listed below in the preferred sequence. While in exceptional circumstances it may be possible to modify this arrangement, students interested in psychobiology are advised to follow this plan if possible and to discuss any alternatives with the coordinator of the major.

### Freshman Year

Bio. 113	General Biology
Chm. 111	Introductory Chemistry: Inorganic

Psy. 101	Introduction to Psychology
Chm. 112	Introductory Chemistry: Organic

### Sophomore Year

Bio. 231	Anatomy and Physiology I
Psy. 201	Biological Psychology
Mth. 118	Introductory Statistics
Bio. 225	Cell Biology
Psy. 203	Experimental Psychology

### Junior Year

Bio. 342	Behavioral Biology
or Bio. 356	Neurobiology
Psy. 332	Research in Biopsychology

### Senior Year

PB 390	Seminar in Psychobiology
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**Elective Courses.** In addition to the above required courses, students majoring in Psychobiology must complete at least three elective courses related to the field, including a 300-level Biology course, a course from Psychology's Basic Process Category (Psy. 243, Memory, Thought, and Language; Psy. 246, Motivation; or Psy. 247, Perception), and one additional course from either department. These courses are ordinarily taken during the fall semesters of the junior and senior years.

During the senior year, students must also complete eight semester hours of independent study. This should be arranged with the psychobiology adviser during the junior year.

Students who expect to go to medical, dental, or veterinary school should contact the premedical adviser about additional science and mathematics courses that will be needed.

## Minor in Psychology

### Requirements:

Psy. 101	Introduction to Psychology
and one course from the basic processes area:	
Psy. 243	Memory, Thought, and Language
Psy. 246	Psychology of Motivation
Psy. 247	Perception

In addition to the above courses, students must complete at least three elective courses in psychology.

## Courses

### Psy. 101-I, 2 Introduction to Psychology 4 sem. hrs.

Contemporary approaches to the scientific study of behavior and mental processes. Theories and research topics range from maturation and development, learning, and personality to mental disorders. Galli, Turner.

### Psy. 201-I Biological Psychology 4 sem. hrs. Prereq.: Psy. 101.

Consideration of the ways in which behavior and experience are related to biological processes. Topics include neuroanatomy and neurophysiology, sensory and motor systems, brain damage, the biological bases of sleep and alertness, eating and drinking, emotion, memory and amnesia, drug abuse, language, and mental illness. Lectures and labs. Galli.

### Psy. 203-2 Experimental Psychology 4 sem. hrs. Prereq.: Psy. 101 and Mth. 118.

An introduction to methods in the study of perception, learning, memory, and social behavior through participation in a variety of experiments. Special attention is given to the unique requirements of human subjects. Lecture and lab. Bennett.

### Psy. 220-I The Psychology of Women 4 sem. hrs. Prereq.: Psy. 101 or WSt. 100.

This course explores the origins and implications of similarities and differences between women and men. Topics such as sex-role stereotyping, sex-role development, female personality, mental health, and sexuality will be examined across social and cultural contexts with the aim of developing an understanding of these topics and assisting students in applying this knowledge to their personal and professional lives. Lectures and discussion. Coulopoulos.

### Psy. 230-I Theories of Personality 4 sem. hrs. Prereq.: Psy. 101.

A survey of various theoretical approaches to the study of personality development and dynamics, including psychoanalytic, behaviorist, and self theories. Consideration of selected empirical work and assessment techniques. Lectures and discussion. Staff.



**Psy. 231-1, 2 The Nature of Abnormal Behavior**

**4 sem. hrs. Prereq.:** Psy. 101. **Enrollment:** normally open to juniors and seniors; others with permission.

Exploration of the nature and dynamics of neurosis, psychosis, depression, and addiction. Emphasis is placed on the issue of individual psychological growth and the interrelationship of normal and abnormal phenomena. Lectures and discussion. Wright, Staff.

**Psy. 235-1, 2 Developmental Psychology**

**4 sem. hrs. Prereq.:** Psy. 101.

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education. Coulopoulos, Turner, Wright.

**Psy. 236-1 Psychology of Adolescence**

**4 sem. hrs. Prereq.:** Psy. 101.

A systematic analysis of adolescent and young adult development, focusing on gender and cultural issues as well as major theories of psychological and social development. Turner.

**Psy. 241-2 Assessment of Individual Differences**

**4 sem. hrs. Prereq.:** Psy. 101 and Mth. 118.

Study of a wide variety of tests and measurements used to assess intelligence, aptitude, achievement, and personality in clinical and counseling psychology, in education, and in business. Consideration of the history and theory of these tests is complemented by discussion of practical concerns related to their selection, their administration, and their interpretation in specific contemporary settings. Coulopoulos.

**Psy. 243-1 Memory, Thought, and Language**

**4 sem. hrs. Prereq.:** Psy. 101.

Are humans rational? Can machines think? Do animals use language? Do we remember everything that happens to us? Through these and other questions we will examine some of the central aspects of mental life: learning, remembering, forgetting, imagining, thinking, communicating. Our approach will combine experimental data, everyday experience, and psychological theory. Bennett.

**[Psy. 245-2 Eating Disorders and Obesity 4 sem. hrs. Not offered in 1998-99.] Prereq.:** Psy. 101.

Study of the causes, consequences, and treatment of obesity reveals much about the biological and psychological processes that govern eating and body weight. This information, together with examination of relevant aspects of personality development, family relationships, and cultural values, leads to an understanding of the causes, consequences, and treatment of anorexia and bulimia.

**Psy. 246-2 Psychology of Motivation**

**4 sem. hrs. Prereq.:** Psy. 101. **Enrollment:** normally open to juniors and seniors only.

Analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes, and motives. Emphasis on current research in motivation and its theoretical implications, with particular attention to gender differences in motives and their expression. Coulopoulos.

**Psy. 247-1 Perception**

**4 sem. hrs. Prereq.:** Psy. 101.

Study of the relationship between the external world and our internal representation of it, the world as we perceive it. Issues considered include the bases of accurate perception, factors contributing to perceptual distortion and disability, the dimensions and processes of consciousness, and the nature of reality. Bennett.

**Psy. 248-1 Social Psychology**

**4 sem. hrs. Prereq.:** Psy. 101.

Behavior as it is influenced by other people and social situations. The study of social influence, person perception, interaction, attitude change, and group dynamics. Gentile.

**Psy. 332-2 Research in Biopsychology**

**4 sem. hrs. Prereq.:** Psy. 201 or consent of the instructor.

Participation as a member of a research team in all phases of a laboratory study. Seminar discussion of current evidence regarding relevant issues, design of an experiment, collection of data and preparation of a report for publication. Galli.

**Psy. 333-1 Research in Cognitive Processes**  
4 sem. hrs. Prereq.: Psy. 203 or consent of the instructor.

Students gain experience conducting research on questions of current interest in attention, memory, thinking, or other areas of cognitive psychology. Discussions focus on issues of design, analysis, ethics, and written communication of research findings. Bennett.

**Psy. 335-1 Social and Emotional Development**

4 sem. hrs. Prereq.: Psy. 235 and consent of the instructor.

The roles of temperament and socialization in childhood development are examined within the context of theory and research in both behavioral and psychoanalytic schools. Topics include both cultural and social class influences on personality development. Staff.

**Psy. 336-1 Seminar in the Psychology of the Disturbed Child and Adolescent**

4 sem. hrs. Prereq.: Psy. 235 or Psy. 236 and consent of the instructor.

Consideration of the issues concerning disturbed children and adolescents and the causes of their behaviors. Discussion of theories, research, and therapies related to these experiences. Lectures, discussion, and research projects. Wright.

**Psy. 342-2 Seminar in Clinical Psychology**

4 sem. hrs. Prereq.: Psy. 231 and consent of the instructor.

Introduction to the role of the clinician, diagnostic assessment, psychological treatment, and clinical research. Emphasis on the use of interviews and psychological tests in understanding psychopathology. Consideration of psychotherapy as a mode of treatment for disordered behavior. Staff.

**[Psy. 344-1 Seminar in Freud**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Psy. 101 and Psy. 230 or Psy. 231 and consent of the instructor.

Readings in Freud, including theoretical, clinical, and biographical issues. Emphasis on the evolution of Freud's thought and its relevance for the understanding of normality, dreams, etc. Discussion and individual presentations.

**Psy. 348-2 Research in Social Psychology**  
4 sem. hrs. Prereq.: Psy. 101 and Psy. 248 or consent of the instructor.

Discussion of research methods in social psychology and of the application of social psychological findings to various human environments. Specific topics for study and discussion will be determined in accordance with the interests and backgrounds of the students enrolled. Gentile.

**Psy. 349-1, 2 Individual Study in Psychology**

4 sem. hrs. Prereq.: Psy. 101 and consent of the instructor.

Staff.

**Psy. 350-1, 2 Independent Study in Psychology**

4 sem. hrs. Prereq.: Psy. 101 and consent of the instructor.

Staff.

**Psy. 352-1, 2 History and Systems of Psychology (DWC)**

4 sem. hrs. Prereq.: Psy. 101, at least two other psychology courses, and consent of the instructor.

Enrollment: normally open only to seniors.

An examination of classical theoretical positions in psychology, including the relationship between psychology and philosophy. Consideration of the history of psychology as a systematic discipline in the context of modern scientific and cultural developments. Gentile.

**[Psy. 353-1 Individual Intelligence Testing**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Psy. 241 and consent of the instructor.

Study of individual intelligence testing, including methods and procedures of test administration and evaluation. In addition to a valuable understanding of the rationale of various tests, students will gain experience in the administration and interpretation of the Stanford-Binet Edition IV, WAIS-R, and WISC-III. Couloupoulos.

**Psy. 355-1, 2 Honors Program: Senior Thesis**

4 sem. hrs. Prereq.: Psy. 349 or Psy. 350 and consent of the department.

For candidates for honors in psychology. Includes a senior thesis. Staff.



### **Psy. 380-1, 2 Field Work in a Psychological Setting**

**4 sem. hrs. Prereq.:** Psy. 101 and consent of the instructor. **Enrollment:** senior standing.

The department maintains special arrangements with host institutions whose staff members supervise qualified seniors in a variety of service and research settings. Activities include counseling, psychological testing, special education, human resources, interviewing, psychotherapy, and laboratory research. Students are

required to complete a total of 8 semester hours in Psy. 380. Coulopoulos.

### **Psychobiology**

#### **PB 390-2 Seminar in Psychobiology**

**4 sem. hrs. Prereq.:** Consent of the instructor. **Enrollment:** normally open only to seniors.

Intensive study of both long-standing issues and current developments in the interdisciplinary field of psychobiology. Galli, Gray.

## **Department of Sociology**

**Chair:** London

**Professors:** London, \*\* Rieker

**Associate Professors:** Brinkley, Thompson

**Assistant Professors:** Borges, Puri

**Staff Assistant:** Oriani

**\*\*On sabbatical leave second semester 1998-99.**

The sociology curriculum gives students an understanding of social behavior and social problems, as well as the skills to apply this understanding to a number of career areas. Sociology is complementary to careers in international relations, human services, government, law, journalism, and a range of other fields. Sociology also prepares students for graduate study in sociology, anthropology, and related fields, such as international relations, government, law, urban planning, and social work. One of the unusual features of the curriculum is that it encourages and provides opportunities for combining a major in sociology with one in another liberal arts or professional field.

### **Major in Sociology**

**Requirements.** The major in sociology permits each student to develop a combination of courses that derives its coherence from the topic or career area of interest to the student. Each student majoring in sociology is required to complete the courses in the basic core or social research core described below, three other courses from one of the departments four special areas listed below, and 8 semester hours in independent learning in sociology.

### **Required Core**

The major offers students two options in the core requirements: the basic core and the social research

core. Students who wish to gain a general knowledge of social behavior or wish to pursue a career in which sociology serves as a related field (e.g., human services, nursing, communications, management, history, international relations, etc.) will normally elect the basic core. Students who wish to pursue a career in social research or graduate studies in sociology will normally elect the social research core. Each student should discuss with her adviser which of these two core options best suits her academic and/or career interests and aspirations.

#### **Basic Core (16 semester hours)**

Soc. 101	Principles of Sociology
Soc. 249	Inequality: Race, Class, and Gender in Comparative Settings
Soc. 268	Applications of Sociological Theory
Soc. 269	Introduction to Social Research I

#### **Social Research Core (20 semester hours)**

Soc. 101	Principles of Sociology
Soc. 249	Inequality: Race, Class, and Gender in Comparative Settings
Soc. 268	Applications of Sociological Theory
Soc. 269	Introduction to Social Research I
Soc. 369	Introduction to Social Research II (Prereq.: Soc. 269)

Soc. 101 should be completed by no later than the sophomore year; Soc. 249 by the junior or senior year; Soc. 268 and 269 by the junior year; and Soc. 369 preferably in the junior year or as soon as the prerequisites for the course have been met. The required three sociology elective courses may be taken when the appropriate prerequisite has been met and/or in consultation with the student's adviser.

**Special Areas (12 semester hours)**

1. Sociology of Third World Development
2. Social Policy
3. Sociology of Women
4. General Major in Sociology

Each special area contains required courses and a group of recommended courses. Following is the list of required courses for each special area.

**1. Sociology of Third World Development**

- Soc. 234 The Black Experience in America  
 Soc. 267 Globalization, Transnationalization, and Cultures of Resistance  
 Soc. 348 Re-envisioning the Third World

**2. Social Policy**

- Soc. 230 Family and Society  
 Soc. 241 Sociology of Health  
 Soc. 261 Urban Sociology  
 Soc. 262 Criminology  
 or Soc. 263 Sociology of Education

**3. Sociology of Women**

- Soc. 210 Womanhood: A Sociological Perspective  
 Soc. 225 Women in Social Movements  
 Soc. 243 Women and Health: Sociological Perspectives  
 or Soc. 230 Family and Society

**4. General Major in Sociology**

Any three electives chosen in consultation with a department adviser may focus on such areas as research and policy planning or international research.

In addition to these areas, one or two individual studies courses (Soc. 349) may be used to form an individualized Special Area for a student who has well-defined interests that do not correspond to any of the five special areas. A student may also combine any two areas when designing her major. In all cases, a student's program must be designed in consultation with a department faculty member.

**Independent Learning.** During the spring semester registration period of her junior year, each student, in consultation with her adviser, will design an eight-credit independent learning program for either her fall or spring semester senior year. Internships are not permitted during the summer. Students double majoring will develop integrative independent learning programs with advisers from both disciplines. The independent learning courses include Soc. 350,

Independent Study in Sociology; Soc. 355, Honors Thesis (see below); Soc. 370, Internship in Sociology; and Soc. 380, Field Work in Sociology. Interns and field work students are placed in the Greater Boston area.

**Honors Program.** Students who apply for and are admitted into the honors program in sociology may meet their independent studies requirement through Soc. 355, Honors Thesis (8 sem. hrs.).

Candidates for honors in sociology are expected to fulfill the College requirements designated on page 10. Students interested in the honors program should consult with a department faculty member about their eligibility and application procedures. Applications are generally due at least three weeks in advance of registration for the beginning semester of the honors program. Candidates must have attained at least a grade of B in all sociology courses to be considered for the honors program.

**Double Majors.** The special areas focus of the curriculum provides and encourages several opportunities for combining a major in sociology with a major in another liberal arts or professional field.

Students interested in double majors should consult with a member of the sociology faculty and review the department's suggestions for linking the special areas in sociology with majors in several other departments and programs at Simmons.

**Minor in Sociology**

The minor in sociology consists of five courses including Sociology 101, at least one course from the basic core (Soc. 249, Soc. 268, Soc. 269), and others selected from the electives in consultation with a faculty adviser in the department.

**Major in Society and Health**

The goals of the major are:

- (1) To establish a unique and challenging educational experience for students who wish to combine a liberal arts education with a specialty focus on health;
- (2) To develop a conceptual foundation and empirical basis for analyzing the interplay between society, behavior and health and;
- (3) To prepare graduates with a perspective and skills geared toward a variety of outcomes: to enter the work force in health-related fields or research organizations, to apply for graduate education in the social sciences or health professions, and, in addition, to become an informed health care advocate and consumer.

Health will be used as a reflective lens for examining social life from personal to institutional



realms while also delving into the nature and function of a given society's health professions as well as the ethical, political, economic, and organizational aspects of health care. The central intellectual task is to understand both the social determinants of population health and the challenges to human capacity and hope posed by the biological facts of disease and the social processes of illness.

Students combine a didactic education with an integrated internship experience that will make them eligible to enter the work force directly after graduation in positions such as research assistant, data manager, non-clinical lab assistants, health information specialists, health services administrations, and health service advocates, to name a few. A minor allows students enrolled in nursing, physical therapy, nutrition, genetic counseling, human services, management, communication, etc., to augment their specialty education with this broad perspective.

**Requirements.** The interdisciplinary requirements are designed to be student-centered so that choices can be made within a flexible but structured program built around a core body of knowledge, competencies, skills, and six elective tracks. The core knowledge and competencies include four areas: social science theories and philosophical concepts applied to health; the history, role, structure, and changes in function of health-related professions and organizations; a population health perspective for examining the social determinants of health and implications for policy and research; and, health-related research/evaluation methods broadly conceived.

Three prerequisite courses (CS 102, Mth. 118, and Phl. 122) are designed to provide a foundation and approaches to analytic thinking. Normally it is recommended that students take all three courses, but only two of the three are required. Decisions on which two will be made in consultation with the students adviser and based upon a student's prior academic preparation and current needs and interests.

#### **Prerequisites** (minimum of two courses)

CS 102	Problem Solving in a Computer Environment
Phl. 122	Critical Thinking
Mth. 118	Introductory Statistics

The student majoring in Society and Health is required to complete satisfactorily at least 8 courses (32 credit hours) in the Sociology department curriculum, as well as 8 credit hours of independent learning. Six of the Sociology courses are required core courses, the other two are elective, to be chosen in consultation with an adviser, from the six substantive tracks described below.

#### **Core requirements** (six courses)

Soc. 101	Introduction to Sociology
Soc. 241	Society of Health
Soc. 247	Orientation to the Health Professions
or Mgt. 320	Groups and Organizational Change
Soc. 268	Application of Sociological Theory (Prereq.: Soc. 101)
Soc. 269	Introduction to Social Research
Soc. 346	Society and Health (Prereq.: Soc. 241)

#### **Elective Requirements** (minimum of two courses)

Completion of the above courses will provide students with a theoretical and research foundation that should enable them to choose a specific area in which to specialize. The prerequisites and Soc. 101 should ideally be completed in the freshman year but by no later than the sophomore year; Soc. 241 and Soc. 247 by no later than the junior year; Soc. 268 and Soc. 269 preferably by the end of the junior year; and Soc. 346 in the senior year. The two required elective courses may be taken when the appropriate prerequisites have been met and/or in consultation with the student's adviser. With the adviser's permission other relevant courses that are tailored to the student's interests and intellectual needs may be substituted for the options listed below.

#### **1. Communication Track**

Com. 100	Media, Messages and Society
Com. 120	Communications Media
Com. 160	Journalism
Com. 181	Public Speaking
Eng. 204	Critical Writing
HSv. 235	Community and Intervention Skills in the Helping Professions

#### **2. Gender and Health Track**

Bio. 109	Biology of Women
Mgt. 203	Leadership and Women
Phl. 223	Philosophy of Race and Gender
Soc. 243	Women and Health
Soc. 300	Women, Work and Mental Health
Wst. 201	Gender and Science

#### **3. Management Track**

Mgt. 221	Women in a Pluralistic Workplace
Mgt. 226	Health Care Management
Mgt. 234	Organization Communication and Behavior
Mgt. 320	Groups and Organizational Change
Ph. 131	Ethics of the Helping Professions
Soc. 247	Orientation to the Health Professions

#### 4. Policy Formation and Application Track

Eco. 100	Principles of Microeconomics
Eco. 390	Special Topics in Economics (Health Policy)
HSv. 212	Human Service Advocacy
HSv. 231	The Family, Public Policy, and Social Agencies
Phl. 131	Ethics of the Helping Professions
PolS. 217	American Public Policy
Soc. 345	Comparative Health Systems and Policies

#### 5. Race and Ethnicity Track

Mgt. 131	Managing Cultural Diversity in Organizations
Phl. 223	Philosophy of Race and Gender
Soc. 234	Black Experience in America
Soc. 249	Inequality: Race, Class, and Gender in Comparative Settings

#### 6. Research Track

Mth. 118	Introductory Statistics
Mth. 218	Statistics in Research (Prereq.: Mth. 118)
Soc. 369	Introduction to Social Research II (Prereq.: Soc. 269)

#### Independent Learning Requirement (minimum of 8 credit hours)

The independent learning requirement will be satisfied by choosing at least 8 credit hours from the following list, in consultation with an adviser and based on career interests or intellectual needs: Soc. 350 (Independent Study); Soc. 355 (Honors Thesis); Soc. 370 (Internship); and Soc. 380 (Field Work). With consultation, the fieldwork experience could also take place in a cross-cultural context. An integrative seminar will be offered as part of the independent learning in the student's final semester. The content of the seminar will evolve from the independent projects and a common set of readings. Students will share results of their projects and representatives from the student's placement will be incorporated into the seminar.

#### Minor in Society and Health

The minor consists of 5 course including Soc. 241 (Sociology of Health) and Soc. 346 (Society and Health) and at least 3 others from the remaining core and/or substantive tracks. This choice could also include independent learning credits. The specific courses in the minor will be selected in consultation with a faculty adviser. Students majoring in related fields would be able to augment their major with a minor in Society and Health.

#### Courses

##### Soc. 101-1, 2 Principles of Sociology

4 sem. hrs.

Emergence and development of sociological thought and research. An introduction to basic concepts and theoretical approaches. Applications to selected social issues in American and other societies.

##### Soc. 210-2 Womanhood: A Sociological Perspective

4 sem. hrs.

A seminar that considers the life experiences of women of different races, classes, and cultural traditions. Topics include the dynamics of patriarchy, feminist theory, the social psychology of women and of gender relationships, sexuality, and women's activism.

##### Soc. 225-2 Women in Social Movements

4 sem. hrs.

A sociological examination of the roles women have played in a variety of social movements in this country and abroad. Topics include women's involvement in the reformist 19th- and 20th-century Women's Movements, American Labor Movement, and Civil Rights Movement, and the revolutionary movements in Vietnam, South Africa, and Cuba.

##### Soc. 230-1 Family and Society

4 sem. hrs. Prereq.: Soc. 101 or 102 or consent of the instructor. Human Services majors are exempted from prerequisite.

Consideration of the American family and the problems it faces. Special attention given to stages in the family life cycle, family policy, and family interaction. Problems considered include family violence, dual-career families, divorce, and aging families. A cross-cultural perspective, including the latest research and theory.

##### Soc./AAS 234-1 The Black Experience in America

4 sem. hrs. Prereq.: Soc. 101 or 102 or consent of the instructor.

An examination of the dimensions and patterns of African American experiences in historical and contemporary political/legal and economic perspectives. Principal topics include European American constructions and institutionalization of discriminatory belief and behavioral systems; generational effects in politics, economics, media and education; analogous experiences of Native, Hispanic, and Asian Americans; and,



shaping agendas for economic and political empowerment. Brinkley.

### **Soc. 241-1 Sociology of Health**

4 sem. hrs.

Introduction to the field of medical sociology. Emphasis is on the social production of illness and a sociological understanding of health care systems. A historical and cross-cultural approach to the personal experience of illness, the health professions, and epidemiology. Special attention to contemporary health care issues, including sexism and racism, financing health care, the medicalization of American society, and alternative health care systems.

### **Soc. 242-1 Death and Dying**

4 sem. hrs. Prereq.: Soc. 101 or Soc. 241 or consent of the instructor.

In-depth analysis of the meanings, attitudes, rituals, and institutional practices concerning death and dying. Social-psychological components and societal practices are considered from the sociological, legal, and medical perspectives. Topics include euthanasia, dying children and adolescents, the funeral industry, the hospice movement, and the concept of mega-death.

### **Soc. 243-1 Women and Health: Sociological Perspectives**

4 sem. hrs. Prereq.: Soc. 101 or Soc. 241 or consent of the instructor. Limited to 15 students.

Seminar on the social and cultural factors influencing women's health. Historical analysis of the health care industry in the United States and in the Third World. Focuses on the theoretical and historical roots of institutionalized sexism relating to women both as health care consumers and as health care providers. Selected topics include pregnancy and childbirth, women and mental health, battered women, AIDS and women, and the sexual politics of sickness.

### **Soc. 247-2 Orientation to the Health Professions**

4 sem. hrs. Prereq.: Soc. 101 or Soc. 241 or consent of the instructor.

Exploration of the historical development of health-related professions and occupations, recruitment and education, employment practices, internal and external processes of control, the impact of these occupations on the people within them and the larger society, the reproduction of social pattern of inclusion and exclusion, and interorganizational relations among occupational groups. Emphasis on the theoretical (and ideo-

logical) distinctions between professions and occupations that segment the labor market for women and minorities in health services.

### **Soc. 249-2 Inequality: Race, Class, and Gender in Comparative Settings**

4 sem. hrs. Prereq.: Soc. 101 or consent of the instructor.

Concepts of race (including ethnicity and sectarianism), class, and gender. Emergence, functions, and consequences of class stratification, racism, and sexism in American and other societies. Development of analytical frameworks for understanding unequal status regarding race, class, and gender within national and international dimensions.

### **Soc. 261-1 Urban Sociology**

4 sem. hrs. Prereq.: Soc. 101 or consent of the instructor.

Sociological contributions to understanding the contemporary city and selected urban issues, using Boston as an example. Focus also placed on the cross-cultural study of the development of urban communities and urban policy and planning. Field work placement in Boston.

### **Soc. 262-1 Criminology**

4 sem. hrs.

A critical examination of the types and patterns of behaviors that are socially defined as criminal. Focus on major theories of criminal and deviant behavior, various cultural responses to crime, and issues of treatment, punishment, and rehabilitation.

### **[Soc. 263-2 Sociology of Education**

4 sem. hrs. Not offered in 1998-99.] Prereq.: Soc. 101. Education majors are exempted from prerequisite.

Seminar on the contributions of sociological theories and research to an understanding of the structure and functions of educational systems in contemporary society. Topics will include such areas as education and social stratification, the student subculture, the school and classroom as a social system, and the functions of higher education in industrial societies.

### **Soc. 265-2 Sociology of the Mass Media**

4 sem. hrs.

Examination of sociological theories and research with bearing on the major social effects of mass media on contemporary society. Media examined as an agent of

socialization, as well as a source and reflection of changing norms and values. Topics include mass media's presentation of women and minorities and issues of public access and control.

**[Soc. 266-2 Sociology of Sports**

**4 sem. hrs. Not offered in 1998-99.] Prereq.: Soc. 101 or consent of the instructor.**

An examination of the diverse ways organized sports reflect and influence the values and social structures of society. Major political, economic, and social functions of sports are analyzed in historical and cross-cultural contexts. Specific topics and issues include women and sports, violence, race and sports, and the changing functions of collegiate and professional athletics.

**Soc. 267-1 Globalization, Transnationalization, and Cultures of Resistance**

**4 sem. hrs. Prereq.: Soc. 101 or consent of the instructor. International Relations majors are exempted from prerequisite.**

Sociological aspects of the emergence of global markets and ways in which local forms of culture negotiate with and resist such changes. Topics to be covered: the history of the emergence of global markets, transnationalization, the politics of dependent development and industrialization, environmental issues, women's wage labor, aspects of cultural resistance, and transnational diasporic communities. Areas of focus: the Middle East, Puerto Rico, South and South East Asia.

**Soc. 268-1 Applications of Sociological Theory**

**4 sem. hrs. Prereq.: Soc. 101.**

Examination of main theoretical schools of thought in sociology, such as functionalism, social behaviorism, and conflict theory. Emphasis on the application of sociological theory to selected social issues and personal social behavior.

**Soc. 269-1 Introduction to Social Research I**

**4 sem. hrs. Prereq.: Soc. 101. Nursing majors are exempted from prerequisite.**

This course is an introduction to the methods and strategies used in research in the social sciences. The emphasis is on becoming a responsible consumer of social science research, and on an introduction to the logic and skills of social research methods. Emphasis is on the nature of inquiry and the relationship between theory and research. Social research ethics and an

introduction to data analysis using computers in research are included. Previous courses in statistics or computers are not required.

**Soc. 300-1, 2 Seminar in Selected Topics in Sociology**

**4 sem. hrs. Prereq.: Soc. 101 or consent of instructor.**

Each year the course offers an intensive examination of a selected topic in sociology. The topics will be announced in advance of registration.

**Soc. 345-1 Health Systems and Policy**

**4 sem. hrs. Prereq.: Soc. 101 or Soc. 241 or consent of the instructor.**

This course examines the current U.S. health system and health policies with a focus on interests of individuals, groups, and organizations as clients, providers, and citizens. Explores the impact of policy and systems on the health of various populations. Describes the evolution of the U.S. health system and uses organizational concepts and theories to explain and predict its form and functions, the influence of organizations on the definition of health, illness and healing, and the application of organizational analysis to health policy issues.

**Soc. 346-2 Society and Health**

**4 sem. hrs. Prereq.: Soc. 101 or Soc. 241 or consent of the instructor.**

This course introduces students to a framework and methods for understanding societal characteristics as powerful determinants of population health and the implications for research and policy. It also examines the theoretical underpinnings of each social construct (e.g., gender or ethnicity), and the empirical research linking each to population health status.

**Soc. 348-1: Re-envisioning the Third World**

**4 sem. hrs. Prereq.: Soc. 101 or consent of the instructor. International Relations majors are exempted from prerequisite.**

Exploring the meaning and politics of the concept of the Third World from a postcolonial, feminist perspective. Emphasis on critical histories of colonialism, anti-colonial movements, nationalism, decolonization, science, and geography. Rethinking the concept of the Third World to enable transnational networks of alliances.



### **Soc. 369-2 Introduction to Social Research II**

**4 sem. hrs. Prereq.:** Soc. 269.

This course continues the introduction to the methods and strategies used in research in the social sciences. Selected methods of research will be studied in more depth as a research project is operationalized with a focus on dealing with typical problems in the research experience. Particular emphasis is on the data gathered from a research project which will be analyzed and evaluated using the computer technology available at Simmons. Additional topics include the presentation of research results, the consequences of research, and the effects of social and political trends on the research process.

### **Soc. 349-1, 2 Individual Study in Sociology** **4 sem. hrs. Prereq.:** Consent of the instructor.

(Does not fulfill College independent study requirement.)

### **Independent Learning Program**

#### **Soc. 350-1, 2 Independent Study in Sociology**

**4 sem. hrs. Prereq.:** Consent of the department.

#### **Soc. 355-0 Honors Thesis**

**8 sem. hrs. (Over two semesters, 4 sem. hrs. each semester) Prereq.:** Consent of the department.

#### **Soc. 370-1, 2 Internship in Sociology**

**8 or 16 sem. hrs. Prereq.:** Consent of the department.

Includes weekly seminar.

#### **Soc. 380-1, 2 Field Work in Sociology**

**4 sem. hrs. Prereq.:** Consent of the department.

## Department of Women's Studies

**Chair:** Raymond

**Professor:** Raymond

**Assistant Professors:** Cleere, Prieto, Puri, Taylor

The Department of Women's Studies provides opportunities for the academic study of women and society. The department offers its own women's studies courses, and has identified a wide range of courses in other departments and programs that deal with women's issues.

In addition to the independent major, students may also develop double majors with cooperating departments and programs, such as art, African American studies, communications, economics, English, history, human services, management, nursing, philosophy, political science, psychology, and sociology. Combined or alone, women's studies majors have led to careers in management, law, counseling, education, library, museum or archival work, health care, writing, publishing, and the media.

Women's Studies courses, whether taken as part of the major or to enrich another discipline, invite students to understand past and present experiences in order to prepare for challenges in their careers, families, and communities.

**Requirements.** 36 semester hours to be taken as follows:

1. 12 semester hours in WSt. 100, Issues in Women's Studies (or equivalent); History 215 or 216; and WSt.

200, Issues in International Women's Studies.

2. 4 semester hours in a racial/ethnic awareness course (AAS 101, AAS 110, His. 213, Soc. 249, Spn. 338, Phl. 223, or equivalent).

3. 12 semester hours of WSt. courses chosen from the list of core courses.

4. WSt 304, Feminist Theory, and 4 additional semester hours of advanced work: this may include WSt. 300, 350, 355, 370, Eco. 390, Eng. 357, His. 330, Phl. 300, or Soc. 348.

### **Minor in Women's Studies**

A minor in Women's Studies is 20 credits (five courses), to include WSt 100, His. 215 or 216, WSt 304, and two electives chosen from the core.

### **Courses**

#### **WSt. 100-1 Issues in Women's Studies**

**4 sem. hrs.**

Examines the position of women in society and introduces an interdisciplinary approach to the study of women. Analyzes differing theories of women's oppression, considers justifications for current feminist demands, and keeps in mind the relationship between theoretical issues and personal concerns. Resources include articles, interviews, films, and guest speakers. Hadley.

**WSt. 200-2 Issues in International Women's Studies****4 sem. hrs. Prereq.: WSt. 100.**

Explores key issues in global feminism and in institutions that affect women's lives around the world. How does understanding colonialism help to understand women's subordination? How do we value cultural diversity without allowing it to justify traditions oppressive to women? How do we make feminism truly global? What can U.S. feminists learn from women in other parts of the world? Puri.

**WSt. 201-2 Gender and Science****4 sem. hrs. Prereq.: WSt. 100 or sophomore standing.**

Examines the relationship between gender and science, scientific approaches to the understanding and definition of gender, the tensions between science and feminism, and recent feminist approaches to knowledge and objectivity. Issues of class and race in their connections to science are also discussed. Staff.

**WSt. 300-1 Seminar in Gender and Sexuality****4 sem. hrs. Prereq.: Junior or senior standing.**

Examines the construction of sexuality, including contrasting cultural understanding of sexuality. What is the erotic? What is femininity? Masculinity? How do we negotiate identity? Puri.

**WSt. 304-2 Feminist Theory****4 sem. hrs. Prereq.: WSt. 100 or equivalent. Recommended: Junior or Senior status.**

Examines the development and current manifestations of different feminist views, including liberal, radical, and Marxist feminism, as well as more recent feminist theory deploying psychoanalysis, postmodernism, and multiculturalism. Raymond.

**WSt. 350-1, 2 Independent Study****4 sem. hrs. Prereq.: Consent of the instructor.**

Independent research projects in programs related to the area of women's studies with appropriate faculty supervision.

**WSt. 355-2 Directed Study: Senior Thesis****4-8 sem. hrs. Prereq.: Consent of the Women's Studies Advisory Committee.**

Includes a senior thesis advised by members of the Women's Studies Advisory Committee and an oral examination. Honors awarded by committee decision. Members of the Advisory Committee.

**WSt. 370-1, 2 Internship****4-8 sem. hrs. Prereq.: Consent of the faculty supervisor.**

There are a number of agencies in the Boston area whose work relates closely to women and women's issues in such fields as health care, education, law, etc. Internship arrangements can be made with an appropriate agency by contacting the coordinator. Such field opportunities may take advantage of a student's area of expertise, as well as her awareness about women's concerns. Internships are not permitted in the summer.

**Core Courses**

AAS 210	African American Women
Art 248	Women and Art
Eco. 214	Women and the World Economy
Eco. 215	Women and Work
Eco. 390	Feminist Economics
Eng. 178	Multicultural Themes in Literature
Eng. 193	Women in Literature
Eng. 198	Studies in Film: Women in Film
Eng. 353	Jane Austen and Virginia Woolf
Eng. 357	Masterworks of English Fiction: 20th-Century Women Novelists from England and the Commonwealth
Eng. 385	Race, Gender, and Intertextuality in American Fiction
Frn. 326	Angels, Temptresses, and Rebels: Images of Women in 19th-Century French Literature
His. 213	Race and Ethnicity in U.S. History
His. 215	Women and Gender in U.S. History before 1890
His. 216	Women and Gender in U.S. History since 1890
His. 219	History of the Family
His. 230	European Women's History: Public and Private Spheres, 1750-1945
His. 330	Seminar in Women's History
HSv. 137	Growth and Change in Individuals and Families
Mgt. 221	Managing the Pluralistic Workforce: Individual and Organizational Career Management for Women
Phl. 223	Philosophy of Race and Gender
Phl. 240	Women and Spirituality
Phl. 300	Philosophy Seminar
PolS. 219	Gender and Politics
Psy. 220	The Psychology of Women
Soc. 210	Womanhood: A Sociological Perspective



Soc. 225	Women in Social Movements	Spn. 330	Art of Revolution: Gender and National Liberation in Latin American Literature
Soc. 243	Women and Health: Sociological Perspectives	Spn. 336	Latin American Women Writers (given in Spanish)
Soc. 249	Inequality: Race, Class, and Gender in Comparative Settings	Spn. 338	Latina/Latino Cultural Studies: Life in the Borderlands
Soc. 348	Re-envisioning the Third World		

## Other Programs

### Prelaw School Preparation

Although there is no specific prelaw curriculum, a strong foundation in the liberal arts, with emphasis on such subjects as English language and literature, political science, history, philosophy, or economics is highly recommended. The Association of American Law Schools believes that prelaw education should aim for verbal comprehension and expression, critical understanding of the human institutions and values with which the law deals, and analytical thinking. Virtually any undergraduate major in the liberal arts and sciences may be designed to meet these goals.

The prelaw adviser assists students with program planning and with the application process. Students intending to go to law school directly after graduation should register with the prelaw adviser, Cheryl Welch, by the end of their junior year.

### Premedical, Dental, and Veterinary School Preparation

Undergraduate preparation for medical, dental, or veterinary school should include a strong foundation in the natural sciences and a background in the social sciences and humanities. These schools prefer students with a broad undergraduate education; admission requirements can be fulfilled within the context of almost any liberal arts or science major at Simmons.

In order to prepare for the required aptitude tests, which are normally taken at the end of the junior year if a student wishes to enter professional school in the year following graduation, students should plan an academic program that will allow them to complete a minimum of the following courses by that time:

Bio. 113, one additional semester of biology  
 Chm. 113 (or Chm. 111), 114, 225, 226  
 Phy. 112, 113  
 Mth. 120, 121

Completing one year of calculus, one year of social sciences, and additional courses that develop reading and writing skills (composition) will provide an educational background that should meet the most stringent graduate school requirements.

The health professions adviser, Mary Owen, will assist students with program planning and with the application process. Students should register with her by the end of the freshman year.

### Integrated BS/MS Programs

Two specific programs exist which permit students to obtain BS and MS degrees in less time than it would take to do the programs separately. Students begin the MS degree program during their junior and senior years. The BS/MS program in Education is described under the Department of Education and Human Services. The BS/MS program in Information Technology prescribes a set of courses in a five-year program leading to a BS in one of the sciences and an MS in Library and Information Science. Information about this program can be obtained from the science department of interest or from the Graduate School of Library and Information Science. These programs prepare students for careers in which there is significant demand for qualified people.

### Double Degree Program in Chemistry and Pharmacy

A seven-year program leading to baccalaureate degrees in both chemistry and pharmacy is described on page 49. Students interested in the program should consult a member of the Chemistry Department during freshman orientation to insure proper course selection.

### Hebrew College

Courses in Hebraic language and literature, history, philosophy, and sociology may be elected for credit by qualified students.

Under the provisions of an interinstitutional agreement between Hebrew College and Simmons College, duly enrolled students at Simmons College may elect to include in their programs, for full credit, any courses normally offered by Hebrew College, subject to certain conditions, the details of which should be obtained from the registrar. Students should be aware that the academic calendar of Hebrew College

may differ significantly from the Simmons College calendar. A Simmons student desiring to pursue a course or degree program at Hebrew College must be recommended to the registrar by her adviser or department chairman. The student will then be referred to Hebrew College, which reserves the right to determine whether the prerequisites for the course or program in question have been met and whether the student is fully qualified to pursue the course(s) elected.

The student enrolled in a double-degree program at Simmons College and Hebrew College must satisfactorily complete a total of 160 semester hours of academic work, of which no fewer than 64 semester hours may be taken at either institution over a period of no less than five years. A student wishing to enroll in more than 20 semester hours of academic work in any semester must have approval of the Administrative Board prior to the beginning of that semester. A student intending to pursue the double degree must file her plan of study with the Registrar no later than the close of the second semester of her sophomore year.

## Short Terms

Students at Simmons College are encouraged to participate in the Short Term course program. Each year, the College offers several four-week courses in other countries (or in other cultures within the United States). These courses take place at the end of the spring semester, typically from mid-May to mid-June. Except for foreign language courses, Short Term courses are offered in English, have no prerequisites, and may fulfill certain all-College requirements. In 1998, Simmons students took courses in Austria, France, Spain, and Japan. The Short Term web site, <http://www.simmons.edu/st>, provides pictures, text, sound and video of these students' overseas experience, as well as the most current information on Short Term offerings.

All students in good standing are eligible to register for Short Term courses, as long as space for a specific program is available. Students may register for one Short Term course each year. Short Term courses carry four credits, and carry the high expectations and standards associated with all Simmons courses, whether in Boston or abroad. The Short Term course typically counts as one of the four courses in the student's spring semester program, and usually begins on the day after the last exam date on the spring calendar. Because these courses are integrated into the spring-semester program, enrolled students are also eligible to apply for financial aid.

Due to their popularity, several courses were oversubscribed in 1998. If you are interested in the 1999 program, you are urged to contact the Office of the Dean of the College of Arts and Sciences and Professional Studies at (617) 521-2089. If you receive a voice-mail response, you may simply leave your name and address, and indicate that you are interested in the program. We will make sure that you receive detailed information about the program, so that you can begin to plan ahead with your faculty adviser and perhaps with the Office of Student Financial Aid.

## Simmons Institute for Leadership and Change

The Simmons Institute for Leadership and Change is committed to helping women and men act individually and collectively to transform their personal, work, and community lives. It does this by creating partnerships among academic, business, and community organizations to develop innovative strategies, promote activism, and work for social justice.

## Center for Gender and Organizations

The Gender and Organizations program develops and disseminates theory, method, and practice to support organizations in their efforts to integrate the objectives of gender equity and increased work/personal life integration into strategic organizational change initiatives.

## Abafazi Journal

The *Abafazi* journal is published twice a year by the African American Studies Department. Founded in 1991, *Abafazi* focuses on the history, struggles, achievements, and aspirations of women of African descent in the United States and throughout the Diaspora. Each issue includes scholarly essays, interviews, art, and literature. The journal is distributed nationally and was recently added to the collection of the Schomburg Center for Research in Black Culture in New York, which is affiliated with the New York Public Library. Some of *Abafazi's* subscribers are the Boston Public Library, Scheslinger Library, Bryn Mawr, Wellesley, Dartmouth, Mills, and Medgar Evers Colleges. Della Scott, Editor of *Abafazi*.





# Graduate Programs

Graduate education has been offered at Simmons since the founding of the College. This year, more than 2,300 graduate students are enrolled in programs leading to the master's degree in library and information science, social work, management, nursing, education, Spanish, French, English, gender/cultural studies, history (in conjunction with library and information science), communications management, health care administration, nutrition, children's literature, and physical therapy. Doctoral programs are also offered in the Graduate School of Library and Information Science and in the Graduate School of Social Work. All graduate programs are coeducational, although the master's program in management is specifically designed to meet the needs of women. The graduate programs publish brochures or bulletins of information that are available through the individual admission offices. For application dates, admission procedures, entry dates, and full- and part-time study options, consult the individual program bulletins.

General requirements for all master's programs are listed below. Under these broad stipulations, the programs vary somewhat in the time limits within which work must be completed, and in the number of semester hours required for the degree. Grading systems differ from program to program.

Applications and catalogs for the Graduate School for Health Studies, which includes the master's programs in health care administration, nursing, nutrition, and physical therapy, as well as the Post-Baccalaureate Nutrition Preprofessional Practice Program (AP4), can be obtained by contacting:

Admission Office  
Graduate School for Health Studies  
Simmons College  
300 The Fenway  
Boston, MA 02115-5898  
E-Mail: gshsadm@simmons.edu

Applications and catalogs for the Graduate School of Library and Information Science can be obtained by contacting:

Director of Admission  
Graduate School of Library and Information Science  
Simmons College  
300 The Fenway  
Boston, MA 02115-5898  
E-Mail: gslis@simmons.edu

Applications and catalogs for the Graduate School of Management can be obtained by contacting:

Admission Office  
Graduate School of Management  
Simmons College  
409 Commonwealth Avenue  
Boston, MA 02215-2380  
E-Mail: gsmadm@simmons.edu

Applications and catalogs for the Graduate School of Social Work can be obtained by contacting:

Admission Office  
Graduate School of Social Work  
Simmons College  
51 Commonwealth Avenue  
Boston, MA 02116-2307  
E-Mail: ssw@simmons.edu

Applications and publications for the programs listed below can be obtained by contacting:

Graduate Studies Admission  
Simmons College  
300 The Fenway  
Boston, MA 02115-5898  
E-Mail: gsa@simmons.edu

Graduate Program in Children's Literature  
Graduate Program in Communications Management  
Graduate Programs in English  
Graduate Program in French  
Graduate Program in Gender/Cultural Studies  
Graduate Programs in Special Needs  
Graduate Program in Spanish  
Master of Arts in Teaching Program  
Master of Arts in Teaching English as a Second Language Program  
Dual Degree Program with the Master of Arts in Teaching

Information about dual degree programs in school library media specialist studies and archives management/history is available from the Graduate School of Library and Information Science (see address above).



## The Degrees of Master of Arts, Master of Philosophy, Master of Arts in Teaching, Master of Science, Master of Social Work, and Master of Business Administration

The conditions for obtaining the master's degree are as follows:

1. The candidate for the master's degree must usually hold the baccalaureate degree from an accredited institution.

2. The candidate must offer evidence of satisfactory completion of courses that are required for entry into a program.

3. A satisfactory grade point average, as stipulated by individual graduate-level programs, is required. Both the Graduate School of Social Work and the Graduate School of Management define their own satisfactory grade point average. All other graduate programs require a B (3.0) average for satisfactory progress toward the degree.

4. The courses elected must be approved by the school or program adviser.

5. Program requirements vary. Part-time study is possible in all graduate programs, and each program sets a reasonable time limit in which requirements for the degree must be completed. The fulfillment of all requirements for the master's degree must demonstrate the candidate's ability to meet high standards. It is understood that a student's connection with the College can be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

Students wishing to withdraw from the College or take a leave of absence must notify the appropriate program or school and the registrar by completing the proper forms. Financial aid recipients should also notify the Office of Financial Aid.

## The Degrees of Doctor of Arts and Doctor of Philosophy in Social Work

For information on the Graduate School of Library and Information Science's doctor of arts program for library administrators, see page 184. For information on the Graduate School of Social Work's doctor of philosophy in social work program, see page 191.

## Diplomas

Diplomas are granted to students who successfully complete the one-year programs in management or communications, and who receive a quality rating simi-

lar to that required for the baccalaureate degree. Information about these programs can be found in the course description section of this catalog under the appropriate undergraduate department.

## Summer Courses

Summer courses for graduate students are offered by many of the graduate schools and programs. Please consult with the school or program office for more information.

## Registration and Financial Information

General College policies, procedures, and charges regarding registration and financial matters are described on page 25. All students are responsible for being familiar with the regulations of the College. Students are urged to complete payment in full by the due dates of August 15 for the first semester and December 15 for the second semester.

The College refund policy is described on page 26 of this catalog. Special programs and courses of instruction may have variations or additional stipulations affecting certain policies and special fees.

## Fees for Graduate Division and Post-Baccalaureate Programs

Following is a schedule of fees for graduate divisions and for post-baccalaureate programs.

### Application Fee

Master's Programs	\$ 35
Doctor of Arts Programs	\$ 25

### Tuition Fees, per semester hour

Graduate School for Health Studies	\$ 587
Graduate School of Library and Information Science	\$ 587
Graduate School of Management	\$ 596
Graduate School of Social Work	\$ 560
Graduate Studies Programs	\$ 587

### Summer Program Fees, per semester hour (1999)

Graduate School for Health Studies	\$ 587
Graduate School of Library and Information Science	\$ 587
Graduate School of Management	\$ 596
Graduate School of Social Work	\$ 560
Graduate Studies Programs	\$ 587

**Student Activity Fee, per semester and summer session**

Graduate School for Health Studies	\$ 20
Graduate School of Library and Information Science	\$ 10
Graduate School of Management	\$ 25
Graduate School of Social Work	\$ 20
Graduate Studies Programs	\$ 10

**Graduate Residence** (optional)  
(room and board, two semesters) \$ 8,474

**Health Fee** \$ 418

The services of the Health Center are available (during the fall and spring semesters) to all graduate students upon payment of the health fee, provided written notification of intention is sent to the Comptroller's Office before September 1 by those students

who wish to avail themselves of the Health Center services. The health fee is required of all graduate students living in residence halls.

For information concerning registration, financial matters, and required student health insurance, please see page 25.

**Financial Aid**

The Office of Student Financial Aid administers federal and institutionally funded financial aid programs to eligible students. This funding may make a Simmons education available to students who are unable to finance costs entirely on their own. Financial assistance for qualified full- and half-time graduate students is available primarily in the form of grants, loans, scholarships, and Federal Work-Study employment, although fellowships and assistantships are offered in some programs. The type and amount of aid vary according to the program of study.

## Children's Literature

**Director:** Bloom

**Associate Director:** Mercier

**Staff Assistant:** Walker

### The Master of Arts in Children's Literature Program

This program provides specialized study in children's literature to students who are, or who intend to be, involved in teaching, library work, editing, publishing, or affiliated fields. A complete description of the program and courses is available from the Center.

Admission to the Master of Arts in Children's Literature Program requires a baccalaureate degree from an accredited college, preferably with a major in English and American and/or comparative literature. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done substantial work in English. Candidates should submit with their application a statement of purpose in seeking the degree and the results of the Miller Analogies Test or the Graduate Record Examination or, if foreign students, the TOEFL results. Although an interview is not required, it is strongly recommended. Admission deadlines are rolling and, though students usually begin in the fall semester, they may be accepted for the spring or summer semesters on a full- or part-time basis. Providing space is available, non-degree and degree candidates in other fields will be admitted to courses. Part-time stu-

dents must agree to complete the degree requirements within three years of registration as degree candidates. A maximum of four semester hours of transfer credit will be allowed toward the degree. All inquiries should be addressed to the Center for the Study of Children's Literature, Simmons College, 300 The Fenway, Boston, MA 02115-5898.

**Degree Requirements.** Thirty-six credits are required for the degree, which can be completed in one academic year and one summer. A candidate for the degree can elect to write a thesis or a project as a part of an independent-tutorial during the final semester. The thesis can be a monograph, an essay, or a bibliographic compilation. It should have a scholarly orientation. The project can be in the area of curriculum development or literature education. It should have practical application in the candidate's professional work and represent a model for use by others.

The Administrative Committee wishes to assume that students, upon completion of the degree program, will be able to demonstrate the confidence that comes with a general acquaintance with literature, as well as experience in children's literature. With this in mind, the committee expects that two of the nine courses required for the degree be taken in general literature by candidates who do not have substantial undergraduate course work in literature. The specific courses must be taken at Simmons College and will be determined following discussion between the student and her or his adviser.



**Course Requirements.** Courses in children's literature are open to graduate students who have been admitted to the children's literature program administered by the Center for the Study of Children's Literature. Graduate students may also enroll on a single-course or institute basis. Graduate students in other fields may enroll with the permission of their school or department. Undergraduate students may enroll under the regulations prescribed by the College. All courses carry four semester hours. Please contact the Center for the Study of Children's Literature for course descriptions.

Eng. 366	Children's Literature (see page 91)
ChL. 401	Criticism of Literature for Children
ChL. 403	The Picturebook
ChL. 404	Poetry for Young Readers
ChL. 411	Victorian Children's Literature
ChL. 412	History of American Children's Literature
ChL. 413	Contemporary Realistic Fiction
ChL. 414	Fantasy and Science Fiction

ChL. 415	Exploring the World of the New Reader
ChL. 416	Modern British Fiction for Young People
ChL. 417	Canadian Children's Literature
ChL. 418	Australian Children's Literature
ChL. 420	Project-Thesis Tutorial
ChL. 421	History of Children's Book Publishing
ChL. 425	Origins of Story: Myth, Legend, and Folklore
ChL. 426	The Adolescent in Fiction
ChL. 430	Writing for Children
ChL. 432	Response to Literature
ChL. 433	Shared Inquiry: The Adult, the Child, the Book
ChL. 434	Children and Books: Exploring the Possibilities
ChL. 435	Contemporary Considerations
ChL. 436	Nonfiction: The New Frontier in Children's Books
ChL. 450	Independent Study
ChL. 496	Summer Institute in Children's Literature

## Department of Communications

**Acting Director:** Beltz

### The Master of Science Program in Communications Management

The master of science program in communications management, which emphasizes applied courses and organizational processes, is designed primarily for people who have had professional communications experience and who want to assume increased responsibilities, duties, and functions.

**Degree Requirements.** Candidates for the degree must satisfactorily complete a minimum of 36 semester hours within three calendar years. This requirement includes four hours of a graduate thesis, an oral presentation of the thesis, and four required core courses: Emerging Communications Technologies; Managing Change through Communications; The Language of Business; Communicating Across Cultures; plus four electives. Electives are chosen from courses that address the new applications of technological communications, marketing communications, and the management of communications functions within organizations.

Courses are four semester hours. Course descriptions may be found in the master of science program in communications management brochure or at [www.simmons.edu/programs/grstudies/GPCM/courses.html](http://www.simmons.edu/programs/grstudies/GPCM/courses.html).

Com. 420	The Business Press
Com. 422	The Manager as Communicator: Writing
Com. 424	Public Relations for Profit and Nonprofit Organizations
Com. 433	Public Opinion and Attitude Research: Qualitative
Com. 442	Emerging Communications Technologies
Com. 450	Independent Study
Com. 453	Strategic Marketing Planning
Com. 456	Communicating Corporate Image
Com. 460	Financial and Investor Relations
Com. 462	The Language of Business
Com. 465	Issues Management
Com. 472	Integrated Marketing Communications
Com. 474	Speechwriting and Oral Presentation
Com. 475	Communication Trends
Com. 481	Managing Change through Communications

- Com. 483 Privacy, Technology, Communications,  
and Ethics
- Com. 485 Communicating Across Cultures
- Com. 487 Internal Communications
- Com. 489 Strategic Intercultural Communications
- Com. 500 Thesis

**Admission.** Candidates will be required to submit a) an official transcript from the institution granting their baccalaureate degree and any other schools attended since high school graduation, and b) three letters of recommendation, and take either the GRE or Miller Analogy exam. Up to 8 semester hours of transfer credit for graduate study elsewhere may be

applied toward the degree when that work is judged to be appropriate to the candidate's program. Transfer credit must be presented upon application.

Individuals may take up to two courses in this program before formally applying for degree candidacy. Special student guidelines and the program brochure are available by contacting the Graduate Program in Communications Management directly: Graduate Program in Communications Management, Simmons College, 300 The Fenway, Boston, MA 02115-5898; telephone: (617) 521-2846; fax: (617) 521-3149; or e-mail: GPCM@simmons.edu. Home page: [www.simmons.edu/programs/grstudies/GPCM](http://www.simmons.edu/programs/grstudies/GPCM).

## Department of Education and Human Services

### Graduate Teacher Preparation Programs

Simmons College offers six graduate-level teacher preparation programs:

#### 1. Master of Arts in Teaching (MAT)

Elementary (grades 1-6)

Middle/High School (grades 5-9 or 9-12) in specific subjects:

English	History
Mathematics	Social Studies
Biology	Chemistry
French and Spanish	
(grades 5-12)	

#### 2. Master of Arts in Teaching English as a Second Language (MATESL) (grades preK-9, 5-12) or adults

#### 3. Master of Science in Education/Master of Science in Library Science (grades preK-9, 5-12)

Dual degree/dual certification program leading to certification both as a teacher and as a school library media specialist

#### 4. Master of Science in Education—Special Needs (grades preK-9, 5-12)

#### 5. Master of Science in Education—Intensive Special Needs (grades preK-12)

#### 6. Master of Science in Education—Inclusion Specialist, Special Needs Degree Program

See the program brochures for course descriptions and sequence of courses.

### Master of Arts in Teaching (MAT) Program

Director: Johnson

The MAT program is specifically designed for candidates who have strong backgrounds in the liberal arts/sciences but no prior teaching experience. It is dedicated to the proposition that all children can learn and have a right to be taught in ways that enable them to learn. All MAT candidates receive preparation for teaching by studying the cultural and historical foundations of the school in the American society, and developmental psychology as it is applied to teaching/learning situations, especially those involving a diverse student population. Students also study the curriculum, materials, and methods of teaching necessary for the grade levels and subject(s) they will teach. Extensive field work and supervised student teaching in schools complete the program. Part-time candidates should work closely with the director to plan their program appropriately. Candidates preparing to teach in elementary or middle schools can take advantage of the offerings of the Center for the Study of Children's Literature at Simmons College. The length of time allowed for completion of the degree requirements is four years.

At the elementary level, candidates must present evidence of general familiarity with the subjects taught in the elementary schools, i.e., reading, writing, literature, science, mathematics, art, music, health, physical education, and social studies. They must also have a major or the equivalent of a liberal arts major.

At the middle or high school levels, candidates must have a college major in the subject they plan to teach, or provide documentation of sufficient courses or other experiences which will meet state regulations governing



teachers' academic backgrounds. The director advises candidates as to their compliance with the regulations.

Candidates interested in meeting requirements for Provisional with Advanced Standing Certification complete a 36 credit master's program which includes a 14 week practicum in the spring semester.

Candidates interested in meeting requirements for Standard Certification complete a 44-credit program which includes a year-long internship in a public school classroom. Practicum and internship sites include Brookline, Boston, Needham, Dover, Arlington, Norwood, Reading, and many other cities and towns within the greater Boston area. For further information consult the program director.

## **Master of Arts in Teaching English as a Second Language (MATESL)**

**Director:** Abraham

This program of 40 or 48 semester hours is designed for candidates who wish to teach English as a second language in the public schools in grades 5-12 or in grades Pre K-9, respectively. These programs include all the course work necessary for both provisional certification with advanced standing and standard certification. For those with previous state certification in another field or provisional certification in ESL, there is a 32-semester hour MATESL program which also includes standard certification. An alternate version of the MATESL programs, consisting of 32 semester hours, is designed for those who wish to teach in settings not requiring state certification such as in adult education, college-level intensive ESL programs, independent language or secondary schools, business settings, or abroad. Candidates for admission must hold a B.A. in a liberal arts field or have a major of at least 24 semester hours beyond the introductory level in a liberal arts area and also provide evidence of competence in a second language at or above the intermediate level. Admitted students must also have completed or take concurrently a course in educational, developmental, or adolescent psychology. Part-time candidates may plan a program of study individually with the program director. Part-time students must complete the degree program within five years.

## **Master of Science in Education/Master of Science in Library Science Dual Degree and Certificate Program (School Library Media Specialist)**

This program provides candidates with the credits and required school experiences to be certified both as

teachers and as unified media specialists. It also provides sufficient study for two master's degrees, one in education and one in library science. Interested candidates should consult the SLMS program director in the School of Library and Information Science, and the M.S. in education program director in the Department of Education for specific advice and planning.

## **Admission to M.S. Ed., MAT, MATESL, Dual Degree Program, or Non-Degree Programs**

The applicant must have a baccalaureate degree from an accredited college with a major, or its equivalent, in one of the liberal arts or sciences. The undergraduate record must give evidence of strong academic achievement. Recommendations, an interview, and other documentation are required. Students must maintain a 3.0 grade point average as well as receive departmental approval for admission to student teaching. Inquiries should be addressed to the Department of Education, Simmons College, 300 The Fenway, Boston, MA 02115-5898, or call (617) 521-2562.

## **Master of Science in Education Special Needs**

**Director:** Fleming

The special needs program (preK-9, 5-12) is designed to prepare specialists to provide direct service to students in inclusive education classrooms. Traditionally, students with special needs have received educational services within resource rooms or substantially separate classes in public or private schools. Following the philosophy of inclusion, the program provides the opportunity and skills to develop effective strategies to work with children with special needs in a variety of settings. The typical sequence of courses for full-time students is found in the special needs graduate program advising packet available from the Program in Special Education.

The sequence of courses for full-time students incorporates two semesters of course work during Year I and a summer component. During Year II, students take course work, complete research competencies, and fulfill practicum/clinical requirements. Students who wish to complete this program in one calendar year must begin in Summer Session I and plan their program with the director. Students who wish to take courses on a part-time basis should meet with the program director and develop an appropriate course sequence. Part-time students should plan to complete degree requirements within four years.

## The Master of Science in Education Intensive Special Needs

This federally-funded program is designed to prepare teachers to work with learners with intensive special needs. Graduates of the program teach in inclusive general education classes, in self-contained special education classes, or in special residential or day schools, in order to support the inclusion of learners with special needs into classrooms, the community, and the work place. Students are prepared to teach age-appropriate skills that range from communication, self-help skills, and social behavior, to curriculum, and specific job skills to learners in elementary, middle, and high school settings.

Candidates for the degree may complete the program in one calendar year, two academic years including one summer session, or on a part-time basis. Part-time students should plan to complete degree requirements within four years. The typical sequence of courses may be found in the special education graduate program advising packet available from the Program in Special Education. Students who wish to take courses on a part-time basis should meet with the program director and develop an appropriate course sequence.

## Master of Science in Education Inclusion Specialist

This major is designed for men and women who wish to receive a graduate degree and be certified in both special needs and intensive special needs. In the past few years there has been a shift in the service delivery model for students with special needs. Although the majority of our learners continue to be served in special classes and pull-out models, the significant trend toward educating all children in local schools in integrated settings demands qualified teachers. This program trains educational specialists in developing and implementing systems change to embrace learners with special needs/intensive special needs being educated in their local schools. The special education graduate program advising packet contains the recommended sequence of courses.

## One-Year Internship Option for Special Education Candidates

An exciting option for candidates is a one-year, paid internship where candidates work in a public school including learners with special needs into general education classrooms.

## Admission to Programs in Special Education

Admission to a program in special education requires a baccalaureate degree from an accredited college or university with a major, or its equivalent, in one of the liberal arts or sciences, and a strong undergraduate record. The applicant for admission must submit an official transcript of the undergraduate record, a statement of purpose in seeking the degree, and two letters of recommendation. During the program, a 3.0 grade average must be maintained for admission to the practica or clinical teaching. Students may take courses in the program in special education on a full- or a part-time basis. For most programs, students studying full-time complete the program in one year, including one summer of course work. Students who wish to complete the program on a part-time basis develop an appropriate course sequence with the program director and must complete the program within a four-year period. Most courses are available in the late afternoon and/or weekend so that students may work during the day. Financial assistance is available. For further information and applications, contact the Department of Education, Simmons College, 300 The Fenway, Boston, MA 02115-5898, or call (617) 521-2559.

## Program for Candidates Holding a Master's Degree—No Certification

This program prepares candidates who already hold a certificate degree and do not wish to earn another. Students in this program develop a course of study in consultation with the program director.

## Certificate of Advanced Graduate Study (CAGS) for General Purposes

This 32-credit certificate is designed for experienced classroom teachers who hold a master's degree, and who wish to take additional courses at the graduate level. Candidates select a core of four courses from one of three graduate education programs: Special Education (special needs pre-K-9, 5-12; intensive special needs pre-K-12); General Education (elementary, middle school, high school); English as a Second Language (pre-K-9, 5-12). Additionally, candidates take four electives which can be selected from the above three programs or from the following Simmons graduate programs: Children's Literature; English; Gender/Cultural Studies; History/Archives Management and Modern Languages and Literatures. Candidates are assigned to one of the three program directors in the Education Department as an adviser and develop a study plan designed to meet their individual professional goals.



# Department of English

Director: Bromberg

## The Master of Arts

The master's curriculum is designed to provide study to supplement and consolidate the students undergraduate work in literature and writing and allow some further specialization.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women are admitted to the program on either a full- or part-time basis. The applicant for admission must submit an official transcript of the undergraduate record, a statement of purpose in seeking the degree, a critical writing sample, and recommendations from two former teachers. An interview is suggested.

Students are admitted to this program in September, January, and May.

The program of study is individually prescribed, the student being permitted to take certain courses in subjects closely adjacent to English provided these courses are directly relevant to a coherent plan of graduate work. The M.A. candidate is expected to have reading knowledge in a language other than English. A master's thesis is optional.

Each student entering the M.A. program is required to take Eng. 405, Contemporary Critical Theory, unless he or she has had the equivalent.

The master's degree requires the satisfactory completion of 32 semester hours. The department advises one course in medieval or Renaissance literature unless the student has already had such a course. The remainder of the program is elected, after consultation, from courses best adapted to the students needs and interests.

Courses numbered in the 300s and 400s are suitable for master's candidates.

No more than 8 semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree.

The length of time allowed for completion of coursework and language requirement is seven years.

The program offers a writing option. Relevant courses include: English 305, a non-fiction writing course, English 309, a creative writing course, and English 402, Seminar in the Teaching of Writing.

## The Master of Philosophy in English

The master of philosophy in English offers a year's advanced study of literature beyond the master of arts and provides a measure of specialization beyond that degree. Part of each students schedule centers on some topic, area, period, or genre of personal interest, such as 20th-century American women writers, post-Colonial fiction, 19th-century European poetry, or modernism. This focus of interest is declared upon admission to the program. This special study is done individually under the direction of a member of the departmental faculty. Before the degree is granted, the candidate takes an oral examination in the area or topic of concentration. As in the case of the master of arts, the students total curriculum is arranged after full consultation and with due attention to the needs and purposes of the candidate.

Each student entering the M.Phil. program is required to take Eng. 405, Contemporary Critical Theory, unless he or she has had the equivalent. Courses in areas auxiliary to English are allowable provided they are closely relevant to a coherent plan of graduate study.

The master of philosophy program ordinarily requires the previous completion of a master's degree in English as well as competence in a foreign language. No more than 8 semester hours of transfer credit for graduate study elsewhere can be allowed toward the eight semester courses (32 semester hours) necessary for the master of philosophy.

Men and women are admitted to the master of philosophy program, and part-time study is permissible. The applicant for admission must submit official transcripts of all previous academic records, a statement of purpose in seeking the degree, and a writing sample, together with two recommendations from former teachers. Students are admitted to this program at the beginning of the fall, spring, and summer semesters.

The length of time allowed for completion of coursework and language requirement is seven years.

The program offers a writing option. Relevant courses include: Eng. 305, a non-fiction writing course, Eng. 309, a creative writing course, and Eng. 402, Seminar in the Teaching of Writing.

Inquiries should be addressed to Pamela Bromberg, Department of English, Simmons College, 300 The Fenway, Boston, MA 02115-5898.

# Gender/Cultural Studies Program

Director: Treacy

## The Master of Arts in Gender/Cultural Studies (GCS)

The master's degree program in Gender/Cultural Studies is an interdisciplinary program across the humanities and social sciences that emphasizes the constructions of gender and race within the United States and in transnational contexts. The program is designed to broaden women's studies theory and practice to include multiracial perspectives as well as national and post-colonial struggles. All students take two required courses, in interdisciplinary studies and cultural theory; design their own programs from advanced courses offered throughout the College; and finish with a capstone project that furthers their individual academic and professional interests.

Admission requires a baccalaureate degree from an accredited college or university and an outstanding undergraduate record. Applicants must submit an official transcript of their undergraduate record, a statement of purpose, a writing sample, and two letters of recommendation. At least one letter should be from someone well acquainted with the applicant's academic ability and potential. The GRE is not required. Application deadlines are flexible, but if the student wishes to apply for financial aid, all application materials are due by November 1 for spring term admission and by March 1 for fall admission. Although an interview is not required, it is strongly advised.

Students may enroll on either a full- or part-time basis. The degree requirements should be completed within five years.

## The Dual Degree with the Master of Arts in Teaching (MAT) Program

This two-year, full-time program is specifically designed for those who are preparing for a career in education and intend to assume leadership positions in schools. Students in this program enroll in both the Master of Arts in Gender/Cultural Studies Program and the 40-semester-hour MAT Program. Students in the dual-degree program take 7 rather than 8 courses in GCS, replacing the capstone course with their teaching practicum. Dual degree students present their pedagogical work at the spring Colloquium with other graduating GCS students.

In the first year of the program, students spend a minimum of time in the MAT division (usually during the two Simmons summer sessions), and a maximum of time in the GCS side (usually three courses a

semester). In the second year, a maximum amount of a student's time will be devoted to fulfilling the MAT requirements, including the internship pattern of student teaching. Simmons interns work alongside experienced practitioners for a full school year, taking graduate courses in the late afternoon to fulfill the year-long clinical experience leading to Massachusetts' Standard Teaching Certification. Depending upon a student's undergraduate background, dual degree GCS/MAT students will be certified in either social studies or history.

For further information concerning the MAT portion of the dual degree program consult the Department of Education and Human Services course catalog section, or consult the program director. Inquires should be addressed to the Department of Education, Simmons College, 300 The Fenway, Boston, MA 02115-5898, or call (617) 521-2562.

**Candidates for the Gender/Cultural Studies degree must satisfactorily complete 32 semester hours as follows:**

### GCS 403-1 Seminar in Gender/Cultural Studies

4 sem. hrs.

A seminar which explores the interdisciplinary nature of Gender/Cultural Studies and introduces the student to graduate-level research and writing. Issues to be explored include representations of the self, reading others, and gender identity in the new technologies. Students prepare an oral report and seminar papers. Treacy.

### One Theory Course

Degree candidates choose either GCS 430 or WSt. 304.

### GCS 430-2 Cultural Theory and Multicultural Practice

4 sem. hrs.

This course examines theoretical frameworks used to explore culture and then uses these theories to examine current debates on national identities and multicultural education in an international context. We will discuss how cultures incorporate, marginalize, and exclude people; how they describe and construct those who do not "fit"; how these others perceive themselves; and how contact with the others can potentially transform the culture. (Also listed as Edu. 430, Frn. 430, and Spn. 430.) Gorman.



**WSt. 304 Feminist Theory****4 sem. hrs.**

This course examines the development and current manifestations of different feminist views, including liberal, radical, and Marxist feminism, as well as more recent feminist theory in psychoanalysis, postmodernism, and multicultural feminism. Raymond.

**Elective Courses 16-20 sem. hrs.**

AAS 335	Race, Sex, and Culture: Contemporary Film Images of Women of Color
Art 343	Special Topics in Art History
Art 370	Internship: Arts in the Community
Eco. 390	Special Topics in Economics (depending on topic)
Eco. 414	Women in the World Economy
Eco. 416	Economic Development
Edu. 423	Facing History and Ourselves
Edu. 457	Cultural Foundations of Education
Eng. 352	The Victorian Experience
Eng. 353	Jane Austen and Virginia Woolf
Eng. 357	20th-Century Women Novelists from England and the Commonwealth
Eng. 374	The Dramatic Imagination in America
Eng. 382	The Postmodern Novel
Eng. 385	Race, Gender, and Intertextuality in American Fiction
Eng. 402	Seminar in the Teaching of Writing
Eng. 405	Contemporary Critical Theory
His. 330	Seminar in the History of Women and Gender
His. 337	Seminar in Topics in Modern European History
His. 341	Seminar in Early American History
His. 343	Seminar in Nineteenth-Century U.S. History
His. 348	Seminar in Modern U.S. History
IR 390	Seminar in International Relations
Phl. 426	Law and Philosophy
Phl. 445	Existentialism
PolS. 414	Constitutional Law: The Modern Court
PolS. 430	Modern Political Ideologies
PolS. 431	Political Thought in the 20th Century
PolS. 390	Seminar in Political Science (depending on topic)
Spn. 338	Latina/Latino Cultural Studies: Life in the Borderlands

Soc. 300	Seminar in Selected Topics in Sociology (depending on topic)
Soc. 346	Society and Health
Soc. 348	Re-envisioning the Third World
Soc. 443	Women and Health: Sociological Perspectives
WSt. 300	Seminar in Gender and Sexuality

Other electives are often available on a semester-by-semester basis. A list of current electives for each semester is available from the program director.

**Capstone Course**

Degree candidates conclude their programs with one of the following capstone courses, by advisement. All students in GCS 455, 460, 470, or 480 present an oral report at a master's colloquium in the spring.

**GCS 455-I, 2 Thesis****8 sem. hrs. (over two semesters)**

A year-long independent research and writing project culminating in a paper of approximately 60 to 80 pages. Proposal must be approved during the semester before the course is taken. The student works with one reader with expertise in the subject area. At the end of the first semester, the student submits a chapter and receives a grade of S (satisfactory). Required participation in a writing seminar during the spring semester. A final grade is given with the completion of the thesis the following semester.

or

**GCS 460-I, 2 Master's Project****4 sem. hrs.**

A research and writing project culminating in a paper of substantial length (20-30 pages), which can include an exhibit, film, media presentation, etc. Whatever its form, it must include a substantial written component and show evidence of the student's ability to integrate materials relevant to her/his specialization. Proposal must be approved during the semester before the course is taken. Required participation in a writing seminar when the project is ongoing in a spring semester.

or

**GCS 470-I, 2 Internship****8 sem. hrs. (over one semester)**

A work experience of 10-15 hours per week under the direction of a supervisor at the workplace and a Simmons adviser. A proposal is due during the semester

prior to the internship. Interns submit a final paper of 20–30 pages which studies an aspect of the work experience. Required participation in a writing seminar when the project is ongoing in a spring semester.

or

### **GCS 480-1, 2 Field Work**

**4 sem. hrs.**

A modified work or field experience of 5–10 hours per week under the direction of a supervisor at the place

ment and a Simmons adviser. A proposal is due during the semester prior to the internship. Students use the field experience to produce a study of approximately 20–30 pages. Required participation in a writing seminar when the project is ongoing in a spring semester.

Inquiries should be addressed to the program director, Mary Jane Treacy, Graduate Program in Gender/Cultural Studies, Simmons College, 300 The Fenway, Boston, MA 02115-5898; or call (617) 521-2258 or e-mail GCS@simmons.edu.

## Department of History

**Director:** Prieto

Please refer to page 186 to read about the Dual Degree Program in Archives Management offered by the Department of History and the Graduate School of Library and Information Science.

## Department of Modern Languages and Literatures

**Director:** Peláez-Benítez

### **The Master of Arts in French The Master of Arts in Spanish**

The curricula in Spanish and in French are designed to provide students with better command of oral and written Spanish or French and to consolidate the student's knowledge of the cultures and literature of the language studied. The program of study will be planned by the student, with the assistance of the director of the program, taking into consideration the student's particular preparation and objectives.

Admission requires a baccalaureate degree from an accredited college or university and a strong undergraduate record. An undergraduate degree in the language is not required in cases where competency has been acquired through experience. Both women and men will be admitted on a full- or part-time basis to the graduate programs, which require the completion of 32 semester hours, i.e., eight courses. A master's thesis is not required. Students should plan to complete the degree requirements within five years.

It is recommended that the student elect at least five courses at the 300 level, with the remainder to be selected upon consultation with the graduate program director. One course designated a graduate semi-

nar is to be taken from a list of courses provided (see pages 121 and 125).

Students who have strength in both Spanish and French may elect to take four advanced courses in one, with three advanced courses in the other as well as one graduate seminar.

Courses may be taken for graduate credit in Spanish at the Simmons in Córdoba Program or the Simmons Summer Program at the Universidad Internacional de Santander. The adviser for foreign study will help students who are interested in applying for graduate courses in university programs throughout the Francophone world.

Applicants for admission to the master of arts program must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, a writing sample in the Spanish or French language, and two letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. This material should be received by the director of graduate programs in French and Spanish by March 1 for the fall semester or by November 1 for the spring semester if the student wishes to apply for financial aid. Inquiries should be addressed to the program director, Department of Modern Languages and Literatures, Simmons College, 300 The Fenway, Boston, MA 02115-5898. Telephone (617) 521-2234.



# Graduate School for Health Studies

**Dean:** Tolpin

**Assistant Dean:** Dew

**Assistant to the Dean:** Northrup

**Admissions Coordinator:** Keuleyan

The Graduate School for Health Studies includes master's-level graduate programs in health care administration, nursing, nutrition, and physical therapy; as well as a Dietetic Internship Program.

## Health Care Administration

**Director:** Roemer

**Professor:** Sapienza

**Associate Professors:** Lowe, Roemer

**Assistant Professor:** Pearlman

**Program Administrator:** DiGirolamo

**Faculty Assistant:** Morales

The Graduate Program in Health Care Administration is committed to the delivery of efficient, effective, and equitable health care services. To achieve this, the program strives to excel in the education of working women and men, particularly mid-career professionals, for leadership positions in health care management.

Emphasis is placed on educating students who are also committed to the goal of efficient, effective, and equitable health services. Intensive learning experiences in small classroom settings and problem-based learning encourage students to learn from each other. Collaborative learning is facilitated by both full-time academic faculty and by expert practitioners who teach specialized courses. The emphasis throughout the curriculum is on individual growth and development.

Because program graduates are expected to be leaders both within organizations and in the larger health care system, the curriculum is designed so that they will:

- 1) collect and critically analyze information needed to assess the efficiency, effectiveness and equity of health services;
- 2) bring ethical considerations to the managerial decision-making process;
- 3) work to improve the quality of health care services;
- 4) incorporate diverse populations into the delivery and utilization of health care services;
- 5) work effectively as members of interdisciplinary organizations;
- 6) communicate effectively orally and in writing; and
- 7) anticipate the health care system required of the future.

The health care administration program is designed for professionals who wish to advance in their management careers. It builds on the education and experience of individuals from disciplines such as nursing, physical therapy, social work, medical technology, psychology, business, and finance. Program graduates and students have come from hospitals, nursing homes, health centers, insurers, health maintenance organizations, government, home care agencies, industries that supply goods and services to health care organizations, and management, consulting, and accounting firms.

The health care administration program provides small evening classes and interactive teaching specifically designed to facilitate the development of individual students' strengths and life-long growth. The faculty, rich in experience and expertise, is dedicated to providing an educational program that prepares students for leadership in the challenging field of health care administration.

The Graduate Program in Health Care Administration is a member of the Association of University Programs in Health Administration. The program is accredited by ACEHSA, the Accrediting Commission on Education for Health Services Administration.

### Certificate of Advanced Graduate Study (CAGS) Program

In addition to the Master of Science in Health Care Administration, the program also offers a Certificate of Advanced Graduate Study. This six-course certificate is designed for individuals with advanced degrees in other fields who wish to become health care administrators and leaders in the health care system. With the advice of the Program Director, students in the certificate program choose the courses from the master's curriculum which will enable them to meet their career goals. Courses may include a research project, internship or independent study.

## Cooperative Courses of Study with Other Simmons Graduate Programs

In cooperation with the Graduate Program in Primary Health Care Nursing, the health care administration program offers the dual-degree program in primary health care nursing and health care administration. The dual-degree program requires 64 credits and can be completed in six or seven semesters of full-time study.

The Graduate Program in Health Care Administration cooperates with the Graduate Program in Communications Management to offer a master of science in communications management with a specialization in health care communication. Students enroll in the communications management program but take three or four courses within the health care administration program and do a thesis that integrates the two fields.

The coeducational, nontraditional Health Care Administration/Dix Accelerated Program is designed for highly motivated adult learners who wish to bypass the baccalaureate degree and begin graduate study immediately.

The College's Dix Scholars Program will provide the undergraduate transition advisement for the women and men enrolled in this unique graduate program.

Prospective students should have a minimum of two years of relevant paid work experience; at least 60 college credits; and grades of B or above in selected undergraduate and graduate prerequisite courses.

## Degree Requirements

Candidates for the master of science degree in health care administration must satisfactorily complete 54 semester hours (16 courses) of full- or part-time study, with a B (3.0) average. Students must obtain a grade of Pass or higher in HCA 490, Field Research in Health Care Administration, or HCA 495, Internship in Health Care Administration. Candidates for the degree must have demonstrated professional and ethical conduct as defined in the HCA Student Handbook. The program should normally be completed within five years. The program director may grant an extension of one additional year. Further extensions must be approved by the Dean of the Graduate School for Health Studies.

## Required Courses

HCA 412	Organizational Behavior
HCA 415	Accounting for Health Care Organizations

HCA 421	Research Applications
HCA 422	Operations Management
HCA 425	Microeconomics and Health Care
HCA 426	Health Care Financial Management
HCA 427	Marketing of Health Services and Organizations
HCA 428	Organizational Policy and Strategy
HCA 437	Legal Issues in Health Care
HCA 490/495	Field Research/Internship
GSHS 410	Research Methods
GSHS 900	The Health Care System: Interdisciplinary Perspectives

## Elective Courses

HCA 434	Labor Relations in Health Care
HCA 439	Managed Care
HCA 442	Current Approaches in Elder Care
HCA 446	Politics of Health Care
HCA 447	Health Information Systems
HCA 450	Independent Study
GSHS 400	Ethical Dimensions of Decision-making

One-credit elective courses which meet the needs of program students and reflect the changing health care environment are also offered.

## Admission Requirements

The HCA Admission Committee seeks highly qualified women and men who represent a diversity of backgrounds and interests. A general education is an essential foundation for the study of health care administration at the graduate level, as is a willingness to undertake quantitative analysis. Candidates for admission must offer assurance of capacity for graduate work, as well as professional aptitude.

An applicant for admission should have a baccalaureate degree from an accredited college or university and have achieved an average of B or better in the major field of study. An applicant must submit a completed application form, three professional or academic references, official undergraduate and graduate transcripts, and the results of either the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT), taken within the past five years. Foreign students may be asked to submit Test of English as a Foreign Language (TOEFL) scores.

**Special Students.** Special students may enroll in selected program courses, usually HCA 412, Organizational Behavior, and HCA 415, Accounting for Health Care Organizations, before formally being admitted to the health care administration program. A student may enroll in the program as a non-matricu-



lated student for a maximum of two courses (six credits). Upon completion of the two courses with an average of B+ and no grade below a B, a student may apply for formal admission to the program with a waiver of the GRE/GMAT requirement. In such cases, course performance is considered a part of the application; however, it does not guarantee acceptance into the program. Students desiring to pursue admission in this manner should consult with the program director prior to enrollment. Special students are not required to apply until they are in their second course; registration as a special student does not require an application.

## Nursing

**Director:** Love

**Professors:** Beal, Love

**Assistant Professors:** Boothby-Ballantyne, Koeniger-Donohue, Neary, Rissmiller, White

**Special Assistant Professors:** Rothfeld, Sweeney-Rico

**Administrative Assistant:** Coscia

**Clinical Coordinator:** Delibertus

**Staff Assistant:** Torra

### Programs Offered:

The Master of Science in Primary Health Care Nursing: Preparing Nurse Practitioners

The Master of Science Completion Program for Practicing Nurse Practitioners

The RN-MS Program for AD and Diploma Nurses

The Post-Master's Nurse Practitioner Certificate Program

The Dual-Degree Program in Parent-Child Health with Harvard School of Public Health

The Dual-Degree Program in Occupational Health with Harvard School of Public Health

The Dual-Degree Program with Health Care Administration

The Simmons/University of New England at Westbrook Partnership in Primary Health Care Nursing

The Dartmouth-Mary Hitchcock Consortium for Nursing Education

**Non-traditional Students.** Individual consideration is given to applicants who do not completely meet the specific requirements for admission. A few individuals with considerable experience within the health care system and no baccalaureate degree are accepted.

For further information and an application, please write the Graduate School for Health Studies, Simmons College, 300 The Fenway, Boston, MA 02115-5898, call (617) 521-2650, or e-mail [gshsadm@simmons.edu](mailto:gshsadm@simmons.edu). The catalog can also be found on the GSHS web site at <http://www.simmons.edu/programs/gshs>.

The Master of Science in Primary Health Care Nursing program is designed to extend the delivery of primary health care to individuals and communities by preparing nurses for advanced practice roles. The program offers seven areas of concentration—in adult primary care: adult health, gerontologic health, and occupational health; in parent-child primary care: pediatric/adolescent health, school health, and women's health; and in family primary care: family health. The College's educational facilities and the clinical facilities offer a vast range of nationally renowned institutions, including Beth Israel Deaconess Medical Center, Brigham and Women's, Massachusetts General, and Children's hospitals, which are effectively utilized to prepare nurse practitioners who deliver primary health care to children, adults, and families. Opportunities for clinical practice in the community offer students experience with diverse populations in ambulatory settings, clinics, occupational health units, nursing homes and extended care facilities.

The purposes of the Simmons master of science in primary health care nursing program are to 1) provide specialized professional nursing education in primary health care nursing to the client, 2) prepare the graduate to practice as a nurse practitioner, and 3) provide the foundation for the pursuit of doctoral study.

Graduates of the program in primary health care nursing are prepared to meet the challenges of providing primary health care to clients in today's increasingly complex, resource-constrained, health care delivery system. As nurse practitioners, they are prepared to deliver health care in a variety of settings; to address the health needs of target populations, including, but not limited to, families, the elderly, the indigent, parents and children, and workers; to execute the leadership and management skills critical to expanded nursing roles; and to utilize research skills to expand the knowledge base of nursing. As nurse practi-

tioners, they address the health promotion and preventive health needs of the client, as well as the client's need for management of selected acute and chronic health problems. Graduates of the program possess the knowledge necessary to affect the delivery of care, to define new roles for the nurse practitioner, and to address the issues challenging nursing today.

## Degree Requirements

Candidates for the Master of Science Degree in Primary Health Care Nursing must satisfactorily complete a minimum of 44 semester hours in either full-time or part-time study. Full-time study is completed in two years; and part-time study in three or four years.

## Master of Science in Primary Health Care Nursing Program Core Courses

Nur. 404	Normal and Abnormal Human Physiology	4 sem. hrs.
Nur. 422	Clinical Pharmacology	3 sem. hrs.
Nur. 507	Scholarly Inquiry I	2 sem. hrs.
Nur. 508	Scholarly Inquiry II	2 sem. hrs.
Nur. 509	Research Practicum	2 sem. hrs.
GSHS 410	Research Methods	3 sem. hrs.
GSHS 570	Health Promotion: A Global Perspective	2 sem. hrs.
GSHS 900	The Health Care System: Interdisciplinary Perspectives	<u>3 sem. hrs.</u> 21 sem. hrs.

## Adult Health Courses

Nur. 580	Theory and Practice: Primary Health Care Nursing of the Adult I	3 sem. hrs.
Nur. 581	Clinical Practicum	3 sem. hrs.
Nur. 582	Theory and Practice: Primary Health Care Nursing of the Adult II	6 sem. hrs.
Nur. 584	Theory and Practice: Primary Health Care Nursing of the Adult III	7 sem. hrs.
	Electives	<u>4 sem. hrs.</u> 23 sem. hrs.

## Occupational Health Courses

Nur. 580	Theory and Practice: Primary Health Care Nursing of the Adult I	3 sem. hrs.
Nur. 581	Clinical Practicum	3 sem. hrs.
Nur. 582	Theory and Practice: Primary Health Care Nursing of the Adult II	6 sem. hrs.

Nur. 585	Theory and Practice: Health in the Workplace I	3 sem. hrs.
Nur. 586	Theory and Practice: Health in the Workplace II	7 sem. hrs.
	Elective	<u>1 sem. hr.</u> 23 sem. hrs.

## Gerontologic Health Courses

Nur. 580	Theory and Practice: Primary Health Care Nursing of the Adult I	3 sem. hrs.
Nur. 581	Clinical Practicum	3 sem. hrs.
Nur. 582	Theory and Practice: Primary Health Care Nursing of the Adult II	6 sem. hrs.
Nur. 583	Clinical Geriatric Nursing	3 sem. hrs.
Nur. 588	Theory and Practice: Primary Health Care Nursing of the Geriatric Client	7 sem. hrs.
	Elective	<u>1 sem. hr.</u> 23 sem. hrs.

## Pediatric Health Courses

Nur. 560	Parent-Child Nursing: Primary Care I	3 sem. hrs.
Nur. 561	Clinical Practicum	3 sem. hrs.
Nur. 562	Parent-Child Nursing: Primary Care II	6 sem. hrs.
Nur. 564	Parent-Child Nursing: Primary Care III	7 sem. hrs.
	Electives	<u>4 sem. hrs.</u> 23 sem. hrs.

## School Health Courses

Nur. 560	Parent-Child Nursing: Primary Care I	3 sem. hrs.
Nur. 561	Clinical Practicum	3 sem. hrs.
Nur. 562	Parent-Child Nursing: Primary Care II	6 sem. hrs.
Nur. 564	Parent-Child Nursing: Primary Care III	7 sem. hrs.
Nur. 565	Parent-Child Nursing: Administration and Management in School Health	3 sem. hrs.
	Elective	<u>1 sem. hr.</u> 23 sem. hrs.

## Women's Health Courses

Nur. 580	Theory and Practice: Primary Health Care Nursing of the Adult I	3 sem. hrs.
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Nur. 581	Clinical Practicum	3 sem. hrs.
Nur. 566	Theory and Practice: Primary Health Care Nursing of Women	6 sem. hrs.
Nur. 567	Theory and Practice: Primary Health Care Nursing of the Pregnant Woman	7 sem. hrs.
	Elective	<u>4 sem. hrs.</u>
		23 sem. hrs.

### Family Health Courses

The family curriculum consists of adult and pediatric courses integrated with family system-specific clinical decision-making courses in the following sequence:

Nur. 580	3 sem. hrs.
Nur. 581	3 sem. hrs.
Nur. 582	6 sem. hrs.
Nur. 584	7 sem. hrs.
Nur. 567	7 sem. hrs.
Nur. 562/522A	5 sem. hrs.
Nur. 564/574A	5 sem. hrs.
Electives	<u>4 sem. hrs.</u>
<b>Total</b>	<b>40 sem. hrs.</b>

Certificate programs are available for adult and pediatric nurse practitioners who wish to become family nurse practitioners.

### The Simmons-Harvard Dual-Degree Program in Parent-Child Health or Occupational Health

These unique two-year/two-degree programs are offered by the Simmons College Graduate Program in Primary Health Care Nursing in collaboration with the Harvard School of Public Health (HSPH). Applicants are admitted for graduate study at both Simmons and HSPH and enroll in half-time study at each institution for two academic years plus one summer session at Simmons. Successful candidates receive a master of science in primary health care nursing from Simmons and a master of science in maternal-child health or a master of science in environmental/occupational health from Harvard.

These specialized programs prepare nurses to assume leadership positions in primary prevention and health promotion for parents, children, and workers. Characteristic functions would include: direct provision of primary care for a panel of patients; participation in program development at local, state, and national levels including needs assessment, program planning, implementation, and evaluation; interdis-

iplinary team building; technical assistance on health services; advocacy and education; and research in these very important areas of health care.

**Admission.** In addition to the admission criteria described below, to be admitted to the two-year, dual-degree programs in occupational health or parent-child health, applicants must apply and meet the admission criteria of the Harvard School of Public Health.

### Dual-Degree Program in Primary Health Care Nursing and Health Care Administration

The increased complexity of the health care system requires health professionals who are open to interdisciplinary approaches to the delivery and management of health care services. Such individuals need to utilize and integrate knowledge, skills and competencies from a range of disciplines. The goal of this dual-degree program is to prepare individuals for clinical and administrative leadership positions in a rapidly changing health care environment.

Recognizing that interdisciplinary education is part of the mission of The Graduate School for Health Studies, the two disciplines of primary health care nursing and health care administration are integrated throughout this sixty-four credit program. Students take courses in both programs in each semester. An interdisciplinary approach to courses, papers, group projects, cases and other assignments as well as the required thesis is integral to the dual-degree program's design.

### Master of Science Completion Program

This program is designed for certified nurse practitioners already possessing a bachelor's degree who seek to obtain a master's degree. The program is intended for nurse practitioners previously prepared as adult, family, pediatric, women's health (OB/GYN), or geriatric nurse practitioners, and presupposes a strong knowledge base in primary care.

Seven credits in normal and abnormal human physiology and pharmacology may be waived through the challenge exam procedure. Primary care courses may be waived at the discretion of the program director. If the primary care sequence is waived, the program of study consists of eighteen to twenty-five credits.

**Admission.** Admission into the master of science completion program for practicing nurse practitioners requires all requirements described below as well as documentation of completion of a NLN accredited program and evidence of current certification.

## **Ed-MS Program for Diploma or Associate Degree Nurses**

The Ed-MS Program is a unique curriculum designed for diploma and associate degree registered nurses with a minimum of one year of clinical experience who want to obtain a graduate degree in nursing within a three-participant graduate consortium. The program is individually designed and paced to allow the student to complete the program in three to four years with one requirement at one. Participants commit not to use, through transfer of credit, portable certification, and/or challenge exams. There is no time limit on credits accepted in transfer credit. A Bachelor of Science degree is an exit point. These features, among many others, position the program among the best in the country. Specific details are depending upon selection of part-time or full-time study and reimbursement.

## **Certificate of Advanced Graduate Study (CAAS) Program**

The program is designed for nurses interested in the master's level in nursing who wish preparation in a more traditional. The program, which can be completed in two or three years, provides graduate level knowledge and clinical experience necessary to be for certification from either, requires a previous master's or a PhD. Additional information regarding courses, special courses and admission requirements can be obtained from the Graduate School for Health Studies.

## **MS-BS Programs**

### **Simmons University of New England in Westbrook Partnership in Primary Health Care Nursing**

The Simmons/UNE in Westbrook Partnership in Primary Health Care Nursing was established in 1994, bringing the Graduate Program in Primary Health Care Nursing to the campus of University of New England/Westbrook College in Portland, Maine. Courses are offered in a weekend-college format. The academic year includes three sessions: fall, spring, and summer. Clinical affiliations are arranged with nurse practitioners and/or providers who practice in the region.

The Simmons/Westbrook program is designed *exemplarily* and follows a specific curriculum pattern. The adult, child, and pediatric concentrations are offered on the Westbrook campus. Specific program options and course descriptions can be obtained from the Graduate School for Health Studies.

## **Dorchester Mass Hinchcock Consortium for Graduate Nursing Education**

The Simmons College Graduate Program in Primary Health Care Nursing is a member of the Dorchester Mass Hinchcock Consortium for graduate nursing education. This is a nursing consortium for students who live in some areas of New England to pool an interdisciplinary program of study. Simmons may elect to take Research Methods, Pharmacology, Pharmacology, and Nursing Theories as one of the academic programs in the consortium. They may work in any of the courses that members before, during, or after completion of the core courses. These core courses will be accepted toward the degree requirements of the participating program.

## **Admission Requirements**

Admission into the master of science in primary health care nursing program requires a degree in nursing from a National League for Nursing (NLN) accredited program, a license to practice in one of the United States, and the equivalent of one year of recent, within the last three years, full-time clinical nursing experience within the area of specialization. Candidates are required to submit a) official transcripts of their previous academic work, b) three letters of recommendation reflecting professional practice and academic achievement, including one from the applicant's academic program and one from the most recent employer, c) Graduate Record Examination scores or evidence of successful completion (grade of B or better) of Nursing, Normal and Abnormal Human Physiology, and a) a personal statement. Candidates are required to have had a course in health assessment specific to their area of concentration (adult or pediatric) prior to beginning the primary care sequence and basic statistics prior to the research sequence. They must carry satisfactory coverage of registered professional nurse liability or insurance. Enrollment is limited. Part-time study is available. As in other Simmons College graduate programs, qualified men and minority students are encouraged to apply.

For further information and an application, please write the Graduate School for Health Studies, Simmons College, 300 The Fenway, Boston, MA 02115-5898, call (617) 551-2650 or e-mail [gsstudies@simmons.edu](mailto:gsstudies@simmons.edu). The catalog can also be found on the GSHS web site at <http://www.simmons.edu/programs/gshs>.



# Nutrition

Director: Herbold

## The Master of Science in Nutrition and Health Promotion

The master of science in nutrition and health promotion program is designed for individuals with backgrounds in such disciplines as nutrition, health sciences, health education, athletic training, exercise physiology, or physical education. This new program builds upon the decades-long expertise of the undergraduate program in nutrition and the interdisciplinary expertise available in the other Graduate School for Health Studies (GSHS) programs in health care administration, physical therapy, and primary health care nursing. In addition, the program's students are able to take elective courses in the College's Graduate Programs in Communications Management and Education as well as the Graduate School of Library and Information Science.

The master of science in nutrition and health promotion offers undergraduates a five-year baccalaureate to master's option. Simmons undergraduates may add this one-year, full-time master of science program to their baccalaureate curriculum. Undergraduates may apply during their junior or senior year once the prerequisite course requirements have been met and do not have to submit GRE scores.

### Program of Study

The program of study for the Master of Science in Nutrition includes seven required courses and three electives. The total credits required for the degree will vary depending upon the electives chosen. They will range from 31 to 34. The program may be completed in one year of full-time study or two to three years of part-time study. Most courses are offered in the evening.

#### Required Courses (22 credits)

GSHS 410	Research Methods	(3 credits)
GSHS 570	Health Promotion: A Global Perspective	(2 credits)
GSHS 900	The Health Care System: Interdisciplinary Perspectives	(3 credits)
Ntr. 452	Nutrition Practice: Program Planning, Implementation and Evaluation	(3 credits)
Ntr. 455	Nutrition, Fitness and Wellness	(4 credits)
Ntr. 460	Nutritional Epidemiology	(3 credits)
Ntr. 490	Nutrition Research project	(4 credits)

#### Examples of Elective Courses (choose three of the following)

Com. 453	Strategic Market Planning	(4 credits)
Com. 485	Communicating Across Cultures	(4 credits)
Edu. 415	Fair and Effective Classrooms	(4 credits)
Edu. 441	Educational Technology and Software	(4 credits)
GSHS 400	Ethical Dimensions of Decision- making in Health Care	(3 credits)
GSHS 426	The Mind/Body Connection	(3 credits)
GSHS 427	Advanced Interpersonal and Counseling Skills	(3 credits)
HCA 412	Organizational Behavior	(3 credits)
HCA 427	Marketing of Health Services Organizations	(3 credits)
HCA 434	Labor Relations	(3 credits)
HCA 437	Legal Issues in Health Care	(3 credits)
HCA 439	Managed Care	(3 credits)
HCA 442	Current Approaches in Elder Care	(3 credits)
HCA 446	Politics of Health Care	(3 credits)
HCA 447	Health Information Systems	(3 credits)
LS 431	The Design, Production and Presentation of Instructional Materials	(4 credits)
LS 468	Communications Media and the Information Professions	(4 credits)
Ntr. 480	Fieldwork in Nutrition and Health Promotion	(4 credits)

### Admission Requirements

Simmons undergraduate applicants must complete the baccalaureate degree before matriculation into the graduate program. Other applicants must hold baccalaureate degrees from accredited colleges and universities.

The following prerequisite courses are required prior to matriculation:

- Fundamentals of Nutrition (at Simmons, Ntr. III)
- Introduction to Community Nutrition (at Simmons, Ntr. 237)
- Human Nutrition (at Simmons, Ntr. 311 or Medical Nutrition Therapy (at Simmons, Ntr. 334)
- Statistics (at Simmons, Mth. 118)
- Inorganic Chemistry (at Simmons, Chm. III or Chm. 113)

Organic Chemistry (at Simmons, Chm II2 or Chm II4)

Anatomy and Physiology I and II (at Simmons, Bio 231 and Bio 232)

Grades of B or better are required in the pre-requisite courses. They may be taken concurrently with non-nutrition graduate courses.

All applicants, except Simmons undergraduates, applying during their junior or senior year, must submit Graduate Record Examination scores taken within the last five years.

### Degree Requirements

The Master of Science in Nutrition and Health Promotion is awarded to students upon successful completion of the program with a cumulative grade point average of at least 3.0.

### Post-Baccalaureate Dietetic Internship Program

This program, approved by the American Dietetic Association, is designed for students who hold a baccalaureate degree and meet the Didactic Program in Dietetics (DPD) requirements of the American Dietetic

Association. Upon completion of the program, the student is expected to successfully pass the Commission on Dietetic Registration examination.

### Admission Requirements

Candidates are required to have a baccalaureate degree from an accredited institution of higher learning and meet the Plan IV/V requirements of the American Dietetic Association. Candidates must submit official transcripts of previous academic work, three letters of recommendation, verification of completion of Plan IV/V, and a completed application form.

### Certificate Requirements

Candidates must satisfactorily complete a 28-week, full-time program. Supervised practice provides the students the opportunity to achieve the performance requirements for an entry-level dietitian.

For further information, contact the Graduate School for Health Studies, Simmons College, 300 The Fenway, Boston, MA 02115-5898. Telephone: (617) 521-2650 or e-mail [gshsadm@simmons.edu](mailto:gshsadm@simmons.edu). The catalog can be found on the GSHS web site at <http://www.simmons.edu/programs/gshs>.

## Physical Therapy

**Director:** Jette

**Professor:** Jette

**Associate Professors:** Goodgold-Edwards, Slavin

**Assistant Professors:** Morrison, Heller, Norton

**Assistant Professor and Academic Coordinator of Clinical Education:** Johnson

**Instructors:** Kaufman, Ratcliffe, Rivard, Tasker

**Program Assistant:** Kiley

**Assistant to the A.C.C.E.:** Mallon

### The Master of Science Degree in Physical Therapy

The Graduate Program in Physical Therapy is an innovative, integrated, three-year, entry-level master's program. Situated in the Graduate School for Health Studies, the unique interdisciplinary environment prepares graduates to meet the challenges of today's health care system. The curriculum emphasizes a problem-based, self-directed approach to learning using case studies to integrate basic science and clinical knowledge in conjunction with psychosocial aspects of patient care.

The professional program requires a full-time commitment for six semesters and one summer session. Students matriculate into the program in the fall. The curriculum is designed to educate men and women to practice in a variety of health care settings with individuals of all ages. Graduates demonstrate excellent clinical skills, leadership and confidence, and are successful practitioners. Affiliations providing clinical experience for students in physical therapy are integrated with the didactic portion of the curriculum. During the professional program students alternate between attending classes and attending clinic. The program affiliates with approximately 200 institutions offering students a wide variety of clinical settings in which to observe and participate in the practice of physical therapy.

### Admission Requirements

The Graduate Program in Physical Therapy seeks candidates who have personal values and beliefs that are consistent with a commitment to quality health care and quality of life for individual seeking care by physical therapists.



**Prerequisites.** Applicants must hold a baccalaureate degree from an accredited college or university and have successfully completed two semesters each, with laboratory components, of biology, chemistry, and physics; two semesters of psychology; one semester each, with laboratory components, of human anatomy and human physiology; and one semester of statistics. Two prerequisite courses may be outstanding at the time of application. Work experience in physical therapy or a related field is highly recommended.

Applicants must submit official transcripts of all previous undergraduate and graduate work, scores from the Graduate Record Examination (taken within the last five years), a completed application form, a personal statement, three academic or professional letters of recommendation, and an application fee of \$50.

For further information, contact the Graduate School for Health Studies, Simmons College, 300 The Fenway, Boston, MA 02115-5898. Telephone (617) 521-2650 or e-mail gshsadm@simmons.edu. The catalog can also be found on the GSHS web site at <http://www.simmons.edu/programs/gshs>.

### Program of Study

#### Year I, Fall

PT 305	Principles of Disease & Disability	5
PT 320	Fundamentals of PT Practice	4
PT 340	Principles of Neurokinesiology	4
GSHS 410	Research Methods	<u>3</u>
	Total Credits	16

#### Year I, Spring

PT 310	Dynamics of Human Movement	5
PT 321	Development of Movement and Skill Acquisition	2
PT 341	Advanced Human Anatomy	4
PT 357	Directed Research/Study	4
PT 468	Integrated Clinical Experience I	<u>1</u>
	Total Credits	16

#### Year II, Fall

PT 406	Clinical Sciences I	4
PT 420	PT Evaluation of Musculoskeletal Systems: Limbs	5
PT 421	PT Management of Musculoskeletal Systems: Limbs	6
PT 469	Integrated Clinical Experience II	<u>1</u>
	Total Credits	16

#### Year II, Spring

PT 422	Evaluation and Management of Musculoskeletal Systems: Head, Neck, and Spine	5
PT 423	Evaluation and Management Cardiovascular/Pulmonary Systems	6
PT 458	Directed Research or Elective	2/3
GSHS 900	The Health Care System: Interdisciplinary Perspectives	<u>3</u>
	Total Credits	16 research/17 elective

#### Year II, Summer

PT 470	Clinical Internship I (8 weeks, May-June)	<u>4</u>
	Total Credits	4

#### Year III, Fall

PT 408	Clinical Sciences II	3
PT 425	PT Evaluation of Neuromuscular System	5
PT 426	PT Management of Neuromuscular System	5
PT 459	Directed Research (for research option)	1
	Elective	<u>2</u>
	Total Credits	16 research/15 elective

#### Year III, Spring

PT 471	Clinical Internship II (16 weeks, Jan.-May)	<u>7</u>
	Total Credits	7

<b>Total Credits for Degree</b>	<b><u>91</u></b>
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# Graduate School of Library and Information Science

**Dean:** Matarazzo

**Professors:** Anderson, Baughman, Chen, Hernon, Intner, Matarazzo, Oyler, Schwartz

**Associate Professors:** Bush, Miller, Peek, Smith

**Assistant Professors:** Sniffin-Marinoff

**Visiting Lecturers:** Allen, Chamberlain, Cobb, Colo, DiMattia, Jr., Eaton, Fang, Hernandez, Jacobs, Karetnikova, Keys, Lucker, Lucker, Mahard, Morrow, Niro, Paling, Prusak, Quezada, Russell, Silvey, Varnet, Walsh, Warner, Wise

**Librarian:** Watkins

**Assistant Dean:** Knowles

**Director of Admissions:** Beals

**Assistant to the Dean:** Madden

**Assistant Director of Admissions:** Wilson

**Assistant to the Assistant Dean:** Garcia

**Faculty Assistant:** Sharak

**Assistant to the Director of Admissions:** Palmer

**Assistant Librarian:** Colburn

**Staff Assistant:** Walker

**Manager of Information Technology:** Driver

**Technology Lab Teaching Assistant:** Noeske

The Graduate School of Library and Information Science offers professional programs for qualified college graduates, both men and women. One program, fully accredited by the Committee on Accreditation of the American Library Association, leads to the degree of master of science upon the completion of 36 semester hours of graduate courses taken in the Simmons College Graduate School of Library and Information Science. The School also offers to in-service librarians continuing education opportunities, as well as an advanced program leading to the doctor of arts degree.

The information professions offer a broad range of opportunities in differing specializations and types of libraries and other information centers. Accordingly, the Graduate School of Library and Information Sciences master of science program provides a full range of elective specializations to meet the interests of those who wish to work in areas of public, school, college, and university libraries, and in special libraries and information centers. Fundamentally, librarianship and information management focus on books and other media that fill the informational needs of people of all ages and educational levels, as facilitated by the library and information science professional. This ability requires a considered awareness of the significance of the library in both the local community and society at large. It also requires skill to judge information in terms of the needs of individuals

who use it. School graduates have found that the ability to organize, retrieve, and collect information has a wide application outside the field of librarianship.

While a general education is an essential foundation for the study of library and information science, a subject interest that has been developed through adequate academic preparation frequently has a direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social, physical, or biological sciences; the fine arts; and other subject areas.

The School's catalog contains detailed information regarding admission and degree requirements, course offerings, financial aid, and other related material, and should be consulted by those contemplating graduate study in library and information science at Simmons College. Copies of the catalog, schedules of classes, summer session announcements, and application forms may be obtained from the director of admissions, Graduate School of Library and Information Science, Simmons College, 300 The Fenway, Boston, MA 02115-5898. Telephone: (617) 521-2800. E-mail: [gslis@simmons.edu](mailto:gslis@simmons.edu).

## The Master of Science Program

Candidates for admission to the master of science program must offer assurance of capacity for graduate work. All applicants must hold a baccalaureate degree in the liberal arts or sciences from an accredited college or university. Applicants are expected to have achieved at least a B average in their overall preparation. Applicants with less than a B (3.0) should submit a score of at least 1,000 (verbal and quantitative) on the Graduate Record Examination if they do not hold a strong advanced degree. All candidates are encouraged to take this examination and to submit their scores as part of the application process.

Admission applications for the master of science program can be obtained from the director of admissions of the Graduate School of Library and Information Science. A nonrefundable \$35 application fee, official transcripts of the college record, a statement of graduation, three professional or academic recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

In addition, applicants for whom English is not the native language must achieve a satisfactory score on either the English Proficiency Test administered by the English Language Institute of the University of Michigan or the Test of English as a Foreign Language (TOEFL).



Applicants for the master of science program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study in order to insure proper consideration of their credentials. It should be noted that to assure processing, applications must be completed no later than April 1 for the summer session, July 1 for the fall semester, and November 1 for the spring semester. Applications that are completed after the above deadlines, in most cases, will be considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications unless all required supporting credentials have been received. Accordingly, the School cannot assume responsibility for processing applications unless all documents are in hand by the deadlines indicated above.

Both full- and part-time students may begin their studies in the summer, fall, or spring; the admission requirements and instructional standards are identical. Courses are offered during regular daytime hours, late afternoons, evenings, and on Saturdays. The entire program may be completed in one year (minimum) or up to six years (maximum).

## The Doctor of Arts Program

A program leading to the degree of doctor of arts, with a specialization in library administration, is a strong component of the School. The objective of the School's doctor of arts program is to provide experienced librarians with intensive advanced preparation for administrative and supervisory careers in libraries and information centers. The doctor of arts degree has in recent years become an alternative to the Ph.D. in a number of academic disciplines because of higher education studies, such as those sponsored by the Carnegie Foundation. Simmons, however, is the first college to offer a doctor or arts specializing in library administration.

The doctor of arts program is based upon the conviction of the faculty of the Graduate School of Library and Information Science that advanced study in preparation for higher-level administrative responsibility should focus on specialized knowledge directly applicable to the operational concerns of libraries. The aim of the program is to provide an opportunity for an individualized program of systematic study that is interdisciplinary in character and centers on the application of sound principles of modern management to solve library administration problems. In contrast with programs leading to the Ph.D. or D.L.S., the doctor of arts program is intended exclusively for those planning careers in library management. Using a problem-solving methodology, the program emphasizes the understanding of a systematic approach to the process of decision making. Within the program, students may

choose from among public, academic, school, or special library administration as areas of specialization.

All candidates for admission must hold a baccalaureate degree from an accredited institution and an appropriate distribution of liberal arts courses. They must, in addition, either hold a master's degree from a program in library science accredited by the American Library Association or a master's degree in educational media from an accredited institution. Sixty credit hours of graduate work are required for the completion of the program. For those with a second master's degree or other relevant graduate education in addition to the professional degree, up to 24 hours of that graduate work may, at the discretion of the D.A. Committee, be applied toward the 60 hours for the D.A. degree. All studies should reflect a high quality of academic performance through the presentation of a superior academic record.

Candidates for the doctor of arts program must give evidence through a written statement that their professional goals are consistent with the goals of the program. It is expected that all candidates will present a background of several years of library experience, including supervisory or administrative experience. An interview with the Committee on Doctoral Study and appropriate testimonials to the professional competence of the applicant will be required.

A candidate for admission to the doctor of arts program for whom English is not the native language must achieve a satisfactory score on either the English Proficiency Test administered by the English Language Institute of the University of Michigan or the Test of English as a Foreign Language (TOEFL).

Admission is on a selective basis. Candidates must understand that meeting the minimum requirements set forth above does not, in itself, assure admission to the program.

Admission applications for the doctor of arts program can be obtained from the director of admissions of the Graduate School of Library and Information Science. A nonrefundable \$35 application fee, official transcripts of all academic work currently in progress or completed, three professional recommendations, a current résumé, a personal statement of professional career goals in relation to the goals of the doctor of arts program, and a personal interview with the Committee on Doctoral Study complete the application for admission. Candidates must submit scores from the Aptitude Test portion of the Graduate Record Examination, or from the Miller Analogies Test, as part of the application process.

## Master of Science Program Courses

Courses in library and information science are open only to matriculated students in the School, to other graduate students in the College, or to alumni and other master's degree-holding professionals.

LS 403	Library and Information Science: The Role of Research	LS 459	Desktop CD-ROM Publishing
LS 404	Principles of Management	LS 460	Emerging Technologies and the Library/Media Center
LS 406	Organization and Management of School Library/Media/Technology Centers	LS 461	Multimedia Information Technology Applications and Systems
LS 407	Reference/Information Services	LS 468	Communications Media and the Information Professions
LS 408	Bibliographic Instruction and Methods	LS 470	History of Visual Communication
LS 409	Literature of the Social Sciences	LS 471	Photographic Archives and Visual Information
LS 413	Literature of the Humanities	LS 475	Organizational/Information Ethics
LS 414	Organization and Management of Corporate Libraries	LS 479	Professional and Scholarly Writing
LS 415	Organization of Knowledge in Libraries	LS 480	Program Design in Services for Children and Adolescents
LS 416	Organization of Nonprint Materials	LS 481	Children's Literature and Media Collections
LS 417	Advanced Cataloging and Classification	LS 482	Library Programs and Service to Children
LS 418	Technical Services	LS 483	Libraries, Contemporary Society, and the Adolescent
LS 419	Indexing for Information Retrieval	LS 484	Literature of Science and Technology
LS 420	Modern Publishing and Librarianship	LS 485	Management of Information Technology
LS 424	The Film in Communication	LS 486	Systems Analysis in Information Services
LS 427	National Information Policy	LS 487	Optical Technologies and Information Management
LS 428	U.S. Government Information Policies, Resources, and Services	LS 488	Telecommunication and Computer Networks in Libraries
LS 430	Business Information Sources and Services	LS 489	Automated Services and Systems for Library/Media Operations
LS 431	The Design, Production, and Presentation of Instructional Materials	LS 490	International and Comparative Librarianship
LS 433	Oral History	LS 492	Contemporary Management Theory
LS 434	Medical Librarianship	LS 497	Internship (preK-12)
LS 435	Music Librarianship	LS 498	Practicum: (preK-12)
LS 437	Legal Information Sources	LS 499	Clinical Experience (preK-12)
LS 438	Introduction to Archival Methods and Services	LS 500	Independent Study
LS 439	Preservation Management for Libraries and Archives	LS 520	Topics in Library and Information Science
LS 440	Administration of Archives and Manuscript Collections	LS 520A	Collective Bargaining in Libraries
LS 446	Art Documentation	LS 520B	Fiscal Management of Library and Information Systems
LS 450	Organization and Management of Public Libraries	LS 520C	Intellectual Freedom and Censorship
LS 452	Evaluation of Information Services	LS 520D	Information Entrepreneurship
LS 453	Collection Development and Management	LS 520J	OCLC Systems and Services
LS 454	Online and Optical Information Services	LS 520L	Library Architecture and Design
LS 455	Applied Information Systems Design	LS 520N	Literacy: The Issue and the Library's Response
LS 456	Records Management	LS 520O	Information Sources for Children
LS 458	Database Management	LS 520P	Introduction to Archives for Librarians and Information Professionals



LS 520R	Information Services and the World Wide Web
LS 520S	Preservation Technologies
LS 520T	Establishing Archives and Manuscript Programs
LS 520U	Basic Materials Repair
LS 530	Current Topics

A student who intends to become certified as a School Library Media Specialist is required to take field work components in LS 497-499 as required. An internship of 150 clock hours will be accepted in lieu of a half-practicum.

## Concentration in Archives Management

Archivists appraise, collect, organize, preserve, and promote the use of unpublished documents found in a variety of formats such as manuscripts, institutional and business records, films, photographs, oral history recordings and their transcriptions, literary correspondence, microfilm, and other nonbook materials. Students fulfilling this concentrations requirements are trained to work with archival and manuscript materials in a variety of settings including those at public archives, colleges and universities, corporations, historical societies, photograph collections, research and public libraries, film libraries and archives, museums, churches, and private foundations.

In addition to the 12 semester hours of required courses for the master's degree, students take the following core courses for the GSLIS archives management major: LS 438, Introduction to Archival Methods and Services; LS 439, Preservation Management for Libraries and Archives; and LS 440, Administration of Archives and Manuscript Collections. Internships are a required component of some of the core courses. Current standards for archival certification require knowledge of the practices and theories taught in the core curriculum. Students are urged to choose from the following list of related courses:

LS 416	Organization of Nonprint Materials
LS 419	Indexing for Information Retrieval
LS 424	The Film in Communication
LS 433	Oral History
LS 456	Records Management
LS 470	History of Visual Communication
LS 471	Photographic Archives and Visual Information
LS 487	Optical Technologies and Information Management
LS 520S	Preservation Technologies
LS 520T	Establishing Archives and Manuscript Programs

## The Dual Degree Program in Archives Management

Increasingly, archival employers have recognized that archivists use skills that require both technical training and historical knowledge and seek applicants with master's degrees in both library and information science and history. To meet the needs of students pursuing these positions, the GSLIS and the Simmons College History Department offer a dual-degree program in archives management leading to a master of science in library and information science and a master of arts in history.

Applicants to this 56-semester-hour program must be admitted to both the master's programs of the Simmons College Department of History and to the Graduate School of Library and Information Science. In the GSLIS program, students take 12 semester hours of required library and information science courses, 12 semester hours of required core archives courses, and 8 additional semester hours of courses, which include at least 4 semester hours from a select list. In the History Department, students choose 16 semester hours of history courses at the 200-level or above from the catalog with the approval of a History Department adviser. In addition, students must take His. 397, Historiography, and complete a thesis. While most students concentrate in American history, other specializations are possible.

Concurrent application to both programs is not necessary; however, students must be admitted separately to the history portion of the program. The master of arts in history is offered only in conjunction with the dual degree program. Students who do not complete the program will need to seek advice on applying credits in history to another degree at Simmons College.

## Preservation Management Concentration

Students who wish to prepare to work as preservation managers or collection development officers with preservation management responsibilities may take LS 439, Preservation Management in Libraries and Archives. Also recommended are LS 418, Technical Services, LS 453, Collection Development and Management, LS 520S, Preservation Technologies, and LS 520U, Basic Materials Repair. Greater experience in practice may be obtained after completing LS 439 with satisfactory performance by applying for a semester-long preservation internship at area libraries. Opportunities for three kinds of internship projects with differing emphasis are available, involving hands-on practice, research, and/or management projects. Contact time varies between 12-18 hours per week. Efforts will be made to match student's capabilities and career goals with available projects and settings. The faculty adviser for this concentration is Professor Sheila Intner.

## The School Library Media Specialist (SLMS)

Beginning on October 1, 1994, the Massachusetts State Department of Education initiated a two-stage certification process with a new certificate titled School Library Media Specialist (SLMS). Students who complete the prescribed initial program, which consists of 14 semester hours, are eligible to be recommended for a provisional certificate (first stage) as a school library media specialist. This certificate is valid not only in Massachusetts but also in other Interstate Certification Compact states, including Connecticut, New Hampshire, New York, Rhode Island, and Vermont. From initial date of employment, the student has five years to complete the master's degree program, at which time the student is eligible to be recommended for the standard certificate (second stage). Effective in 1993, all teaching certificates must be renewed every five years. The school library media specialist program holds ICC/NASDTEC (Interstate Certification Compact/National Association of State Directors of Teacher Education and Certification) program approval.

## The Instructional Technology Program

In 1996, the Massachusetts State Department of Education announced a new certification, Instructional Technology Specialist. Given the closeness between the school library media and instructional technology certificates, the School is planning a program that will prepare individuals for both certifications. The specific number of semester hours required will depend on the student's background and will in most cases exceed the usual 36 semester hours required for the master's degree. Interested students should consult with the school library media specialist program director.

## The Double Degree Programs M.S. (L.I.S.) and M.S. (Ed.)

The School offers a double degree leading to a master of science degree in library and information science and a master of science in education. This program reflects Simmons' continuing commitment to prepare individuals for careers as school library media specialists. Both degrees are ICC/NASDTEC approved. The double degree program is designed to meet the needs of graduate students who wish to obtain the school library media specialist certificate but need the teaching certificate that is required for school library media certification. Applicants to this program must be admitted to both of the master's programs of the Simmons College Department of Education and GSLIS. In addition to the master of science degree from GSLIS and the master of science degree in education, the candidate is eligible for a standard certificate with licensure as a classroom teacher and as a school library media specialist.

Students with a baccalaureate degree in a subject area who wish to enroll in the double degree program must complete 36 credits of prescribed course work in the School. (See above required courses for the school library media specialist program.) The double degree program also requires 28 credits taken in the Simmons Education Department.

## D.A./M.S. Degrees

For students with a master's degree in another subject area, the School has designed a double-degree program consisting of a master of science degree which requires 28 semester hours from the master's level curriculum and a doctor of arts degree which requires an additional 32 semester hours of doctoral level requirements. Both degrees will be awarded upon successful completion of the 60-hour program. For additional information and application procedure, please contact Dr. James Matarazzo, chair of the Doctoral Committee, at (617) 521-2803; fax: (617) 521-3192; e-mail: [jmatarazzo@simmons.edu](mailto:jmatarazzo@simmons.edu)

## The Supervisor/Director Program

Through its doctor of arts program, GSLIS offers a sequence of courses leading to certification as a supervisor/director and the doctor of arts degree. This program is designed to prepare individuals interested in school district supervision.

## Doctor of Arts Program Courses

The following courses are open only to graduate students who have been admitted into the doctor of arts program or who hold postgraduate standing. With permission of the instructor, they may also be open to students who have achieved master of science degree candidacy.

LS 600	Supervised Study
LS 602	Public Libraries: Perspectives for Change
LS 603	Academic Libraries: Perspectives for Change
LS 632	Research Methods
LS 642	Applied Statistics for Library Management
LS 666	Advanced Problems in School Media Center Administration
LS 667	Internship S/D (preK-12)
LS 668	Practicum S/D (preK-12)
LS 669	Clinical Experience S/D (preK-12)
LS 686	Systems Analysis in Information Services
LS 692	Contemporary Management Theory
LS 699	Supervised Field Research

A student who intends to become certified as a supervisor/director is required to take the appropriate field work components in LS 667-669.



# Graduate School of Management

**Dean:** O'Brien

**Professors:** Grant, Hass, Hatten, Marlino, O'Brien, Sawtelle

**Associate Professors:** Ingols, Novak

**Assistant Professor:** Beerel

**Adjunct Professor:** Lindsey

**Adjunct Associate Professor:** Amdur

**Adjunct Assistant Professors:** Evans, Shapiro

**Research Associates:** Homans, Matus, Nitkin

**Director of Administration:** Neiman

**Director of MBA Program:** Mallion

**Director of Career Development:** Sullivan

**Director, MBA Marketing:** Bruce

**Director, Executive Education Marketing:** Kelly

**Librarian:** Shue

**Assistant Librarian:** Fox

**Director of Admission:** Conley

**Director of Alumnae Relations:** Staub

**Associate Director of Management Development Programs:** Payton

**Assistant Director of Admission:** Ashness

**Career Counselor:** Tetreault

**Manager of Information and Technology:** Cote

**Manager, Business Development:** Boni

**Coordinator, Career Development:** Stevenson

**Manager, Alumnae Relations:** Contis

**Coordinator, MBA Program:** Monahan

**Program Coordinator, MDP:** Haberman

**Business & Facilities Assistant:** Lisi

**Communications Assistant:** Benedetti

**Media Specialist:** Coney

**GSM Computer Lab Supervisor:** Williams

**Staff Assistant, Admission:** Rellinger

**Staff Assistant, Alumnae Relations:** DeAnna

**Staff Assistant, Marketing:** Guidod

**Staff Assistant, MBA Program:** Bruce

## The Master of Business Administration Program

The Simmons M.B.A. program is a unique program dedicated to the education of women for positions of leadership. It offers a rigorous and intellectually stimulating curriculum that combines the tools of business—accounting, finance, marketing and operations—with the management components of organizations. Our distinctive competence is a series of behavioral courses that look at differences between how men and women lead, communicate, and manage. Our stu-

dents learn to understand and value these differences and to deal confidently with the issues they may face on their way to senior level positions in management.

Simmons offers three M.B.A. program options. The full-time option provides the content of a traditional two-year, four-semester M.B.A. curriculum in an intensive three-term program. Students may also choose to complete the program part-time in either a two-year or a three-year sequence. The same faculty teach day and evening. The School's mission reflects a particular commitment to the needs and interests of women pursuing management careers in the private, public, and nonprofit sectors.

With work experience averaging ten years and an average age of 32, students come to Simmons knowing a great deal about themselves and what they want from their education. They include women in the process of career change, women who have reached a career plateau, and women with substantial management experience who want to move up. In the current class, minority enrollment is 14 percent and international enrollment is 15 percent.

## The Curriculum

The School's rigorous and intense curriculum requires the completion of 45 credit hours of study in a structured sequence of courses, carefully integrated to build upon and reinforce one another. Students take courses in economics, quantitative analysis, and computer skills and applications; in accounting, finance, marketing, operations, and strategic planning with a special focus on national and international markets and competition; in the management of organizations—with courses in management and behavior, organizational structure, communication, and negotiations; and in individual career development—with an integrated course in career planning, self-assessment, and résumé development. There are electives in advanced accounting, finance, marketing, health care management and entrepreneurship.

## Admission

Admission is competitive. The committee attempts to measure potential for both academic success in the program and professional success thereafter. The committee looks closely at the candidate's preparation for a highly quantitative course of study. It does not follow a formula in making its decisions; rather it strives to evaluate the candidate's ability, aptitude, and promise by examining the whole as revealed in the application materials. An applicant must have at least two years of full-time work experience.

The following materials are needed to fulfill application requirements: a completed application form, an application fee, three letters of recommendation, official transcripts of all academic study, and a score report from the GMAT. International students whose native language is not English must submit a TOEFL score. Interviews are strongly encouraged. Students may begin the program in September or in January. Inquiries regarding admission should be sent to the director of admission, Simmons College Graduate School of Management, 409 Commonwealth Avenue, Boston, MA 02215-2380. Telephone (617) 521-3840; Fax: (617) 521-3880; e-mail: [gsmadm@simmons.edu](mailto:gsmadm@simmons.edu).

### Executive Education Programs

The GSMs Executive Education Programs deliver executive education of exceptional quality to middle-management and technical specialists. These certificate programs in a residential setting are expressly designed to encourage group participation, teambuilding, and leadership. Through their experience in this environment, participants develop new confidence to express themselves, to cooperate with others, and to lead groups within their own organizations.

The Program for Developing Managers (PDM) is a four-week open enrollment course of study designed to allow middle managers or technical specialists to broaden their knowledge and skills beyond those of their own functional areas. Subject matter emphasizes both quantitative and behavioral aspects of management. They are given the skills to build, manage, and motivate teams. The MFR component is incorporated into the PDM experience.

Managing For Results (MFR) is a one-week practicum designed to produce dramatic improvement in the skills that are essential for effective leadership. Participants learn how to identify opportunities for change and get people behind that change. They develop the skills to manage the dynamics at play in cross-cultural, cross-gender, and cross-style communication.

Either Simmons program can be tailored for use by a single organization for a Single Sponsor Program (SSP). Gathering women managers from all areas within an organization, and offering a forum where they can focus their collective energies on the issues and processes of the organization, provides tremendous value. The SSP is appropriate for companies with international units and/or multiple divisions and businesses. Investment of this kind in women managers not only generates intra-company strength, but also increases the sense of identity with, and loyalty to, the sponsoring organization.

All programs include seminars on important current issues such as diversity, ethics, and negotiation. Case studies on women managers are used in each program to explore career and management challenges faced by women in a range of job and industry settings.

For further information contact the Management Development Programs, Simmons College Graduate School of Management, 409 Commonwealth Avenue, Boston, MA 02215-2380. Telephone: (617) 521-3833; Fax: (617) 521-3870; e-mail: [mdp@simmons.edu](mailto:mdp@simmons.edu); Web page: [www.simmons.edu/graduate/gsm](http://www.simmons.edu/graduate/gsm).

## Graduate School of Social Work

**Dean:** Regan

**Associate Dean:** Bonner

**Professors:** Dean, Regan, Reinherz, Swenson

**Associate Professors:** Bocage, Bonner, Brooks, Fleck-Henderson, Freiberg-Dale, Frost, Gilfus, Homonoff, Humm-Delgado, Krug, Melendez, Millstein, Riley, Sealey

**Assistant Professors:** Hamilton-Mason, Sankar

**Instructors:** Arons, Ashway, Bass, Belkin-Martinez, Bienen, Bond, Brenner, Brill, Brown, Canaan, Caron-Simmers, Carpenter, Casey, Clivio, Cohen, Deville, Deykin, Dunne, Eliot, Forcier, Fortgang, Freud, Gianino, Glass, Goodman, Greene, Hertz, Huse, Irvin, Jungreis, Kaplan, Katz, Leeman, Levy, Lindsley, Manacher, Martin, Mayer, McCallum,

McDowell, Nason, Ohringer, Odom, O'Neill, Oshiro, Parker, Reardon, Robinson, Rodriguez, Sherman, Trum, Turner, Walsh, Wharff, Wilkinson, Zall

**Assistant to the Dean:** Tepper

**Director of Admissions:** Sheehan

**Co-Principal Investigator:** Giaconia

**Research Associate:** Carmola

**Research Assistant:** Langhammer

**Staff Assistants:** O'Grady, O'Neill, Williams

**Registration Coordinator/Staff Assistant:** Cleary

**Administrative Assistant:** Curtiss, Rowland, Sclafani

**Librarian:** Bregoli

**Assistant Librarians:** Matheson, White



## Master of Social Work Program

The School offers a two-year, full-time graduate program that prepares men and women for advanced direct practice, with particular concentration in the application of clinical methods. An extended program option exists for a small number of students each year whose circumstances necessitate a part-time program. Currently 280 students are enrolled in the program. These students reflect diversity of many kinds, including race and ethnicity, sexual orientation, socioeconomic status, age, and physical disabilities. In addition, they come from a wide range of colleges, various parts of the United States, and from foreign countries.

The School aims to graduate professional social workers who possess the knowledge, values, and skills to enable them to function successfully in social work positions and to grow in ability and responsibility in future practice. Simmons graduates are currently in social work positions of responsibility around the country and throughout the world.

Learning in the master's program takes place simultaneously in the classroom and the field placement for all of the curricular areas. These areas include racism, human behavior and the social environment, clinical practice, social policy, and research. The curriculum reflects a foundation year which gives students an orientation to practice and to the importance of context in clients' lives. The second year enables students to take an advanced concentration in direct clinical practice. In both years, attention to social work values and to the conceptual basis for social work practice are emphasized. Classroom learning is reinforced, augmented, and tested through the agency placement experience, which takes place three days a week in both the first and second year.

## Admission

Applicants can secure an application for admission from the School in early September. This should be filled out and returned to the Admissions Office, Graduate School of Social Work. In recent years the number of qualified applicants has greatly exceeded available openings. The School strongly encourages early application. We now have two deadlines: December 15 and February 15. Both are for admission in the following September. Applicants are responsible for mailing the application packet in one unit to the Admissions Office. The packet includes three letters of reference, transcripts from all colleges attended, a statement of personal and professional intent, application fee, completed application form, and several return postcards. Applicants applying for readmission must also conform to this schedule.

The School sets the following requirements for admission, some of which may be waived in very special situations:

1. Graduation from an accredited college. It is desirable that applicants have a balanced liberal arts education on the undergraduate level.
2. Evidence of the applicant's intellectual capacity to carry academic work at the graduate level. At least a 3.0 average in the last two years of undergraduate work is required for admission.
3. Evidence of commitment to social work values such as the dignity and freedom of every individual, appreciation of human diversity, social justice and equal access to resources, institutional responsiveness to human needs, and social change.
4. Evidence of the applicant's personal qualifications for social work such as emotional stability, maturity, and the capacity and desire to form helping relationships.
5. Experience in the field of social work. Candidates are expected to have explored the field of social work and social work education. Experience in service to people might have been obtained through summer employment, field experience in relation to course work, volunteer work during or after college, and/or full-time employment in the human services field after graduation from college.

## ALANA Students

Mindful of the value to the School and to the community of increasing the numbers of ALANA students and graduates, the School welcomes applications from African American, Latina/o, Asian, and Native American candidates. The financial need of such applicants is carefully considered. Both full-time and part-time students are encouraged to apply.

## International Students

The School has a history of admitting selected students from other countries. Applicants should carefully consider whether the School's curriculum, with its special emphasis on clinical practice, prepares them suitably for work in their own countries. Applicants must meet the stated requirements for admission, and must have a firm plan for financing their education and living expenses in the United States. Applicants are expected to read, write, and speak English fluently. The Test of English as a Foreign Language (TOEFL) examination is required.

## Degree

Two full academic years or their equivalent in the extended program are required for the master of social work degree, unless the student has satisfactorily completed the first year in a school of social work that is a member of the Council on Social Work Education. A minimum of 60 semester hours is required for the degree. Candidates must demonstrate the ability to meet a high professional standard in fulfilling the requirements for the degree.

A catalog giving more detailed information may be obtained by contacting the Admissions Office, Graduate School of Social Work, Simmons College, 51 Commonwealth Avenue, Boston, MA 02116-2307, or call (617) 521-3920.

## Courses

### Clinical Practice Sequence

SW 418-2	Clinical Practice and Multiculturalism
SW 421-1	Social Work Practice I
SW 421-2	Social Work Practice II
SW 423-2	Clinical Social Work with and on Behalf of Children
SW 424-1	Advanced Clinical Practice
SW 431-2	Clinical Social Work: Planned Brief Treatment
SW 432-2	Clinical Social Work with Couples
SW 428-1, 2	Clinical Social Work with Families
SW 438-2	Clinical Social Work with Addictive Disorders
SW 462-2	Clinical Social Work with Groups
SW 464-2	Clinical Practice Issues Seminar
SW 475-2	Constructivism and Family Therapy
SW 437-2	Clinical Social Work with the Elderly

### Human Behavior and the Social Environment Sequence

SW 411-1	Human Growth and the Social Environment
SW 413-1	Organizational Theory
SW 411-2	Human Growth and the Social Environment
SW 414-1	Assessment and Diagnosis
SW 417-2	Developmental Perspectives on Psychopathology: Selected Topics

SW 491-2	Psychosocial Stressors of Childhood and Adolescence—Coping and Adapting
SW 494-2	Multiple Faces of Trauma

### Research Sequence

SW 441-1 or 2	Social Work Research
SW 442-0	Social Work Research Practicum

### Social Policy Sequence

SW 401-1	Social Policy and Services
SW 401-2	Social Policy and Services
SW 455-1	Social Policy and Addictions
SW 458-1	Child and Family Welfare Policy
SW 463-1	Social Policy, Disability, and Chronic Illness
SW 468-1	Social Work, Social Welfare Policy, and the Public School System

### Dynamics of Racism

SW 409-1 or -2	Dynamics of Racism and Oppression
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### Field Education Sequence

SW 446	Field Education, Year I
SW 447	Field Education, Year II

## Doctor of Philosophy Program

In the fall of 1983, the Simmons College Graduate School of Social Work began a doctoral program. The program is a continuation of the School's long-standing commitment to excellence in the direct practice of social work. The orientation of the program's curriculum is the development, through study and research, of advanced knowledge required for leadership in a variety of clinical roles. Clinical in format, this part-time program is built on the foundation areas of methods, human behavior, and the social environment, social policy, and research. Instruction is provided by the School's senior faculty members and other selected educators. Candidates must have an M.S.W., have five years of post-master's social work experience that includes a range of experiences and responsibilities, and presently be in clinical practice. January 31 is the deadline for applications to the doctoral program. For more information on the Ph.D. program, please contact the Admissions Office, Graduate School of Social Work, Simmons College, 51 Commonwealth Avenue, Boston, MA 02116-2307, or call (617) 521-3920.



## Courses

- SW 610-1 Theoretical Approaches to Understanding Human Behavior, Development, and Change I
- SW 611-1 Theoretical Approaches to Understanding Human Behavior, Development, and Change II
- SW 630-1 Clinical Social Work Practice: Action-Reflection
- SW 631-1 Ways of Knowing in Clinical Practice
- SW 632-2 Narratives of Clinical Social Work
- SW 650-1 A Research Framework for Viewing Clinical Practice
- SW 651-1 Introduction to Statistics and Data Analysis
- SW 652-2 Advanced Research and Statistics
- SW 653-1, 2 Dissertation Seminar
- SW 670-2 Social Welfare Policy and the Human Service System
- SW 671-1 Social Agency Policy and Organizational Policy

# Administration

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\*Class years denote Simmons degrees only.

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**Woodrow Wilson Baldwin, Ed.D.**  
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Professor of Social Work, Emerita  
**Mae L. Beck, Ph.D.**  
Associate Professor of Chemistry, Emerita  
**Katherine Bevacqua, M.Ed.**  
Associate Professor of Management, Emerita  
**Phyllis Brauner, Ph.D.**  
Professor of Chemistry, Emerita  
**Richard Bruce Carpenter, Ph.D.**  
Professor of Art History, Emeritus  
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Professor of Psychology, Emerita  
**Peter Castle, Ph.D.**  
Associate Professor of Psychology, Emeritus  
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Professor of Art, Emerita  
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Professor of Foods, Emerita  
**Sophie Freud, M.S.W., Ph.D.**  
Professor of Social Work, Emerita  
**Anne Soloveichik Gerber, M.A., M.S.W.**  
Professor of Social Work, Emerita  
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Associate Professor of Psychology, Emerita  
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Associate Professor of Biology,  
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Dean and Professor of Social Work,  
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**Martha Gorovitz Waldstein,  
M.S.S.**

Associate Professor of Social  
Economy, Emerita

**Elizabeth Weiant, B.S., M.A.,  
M.S., D.Ed.**

Associate Professor of Biology,  
Emerita

## Student Awards and Prizes

### All-College Awards

Alumnae Award for Academic  
Achievement

Alumnae Honor Award  
Contributions to a Multicultural  
Community

Danielson Memorial Award

Charlotte Mae Morocco Award

Palmer Award

The President's Leadership Award

Robert Rankin Award

### Departmental/Program Awards

Some awards are not given every year.

#### Department of African American Studies

Winnie Mandela Award

Maya Angelou Award

#### Department of Art and Music

Alicia Craig Faxon Award in Art  
History

Robert Gronquist Memorial Award  
in Music

Joshua D. Oppenheim Award

Julia Myerson Trustman Award

Thomas J. Wallace Memorial Award  
in Studio Art

#### Department of Biology

Barbara J. Rosen, M.D., Award

Catherine Jones Witton Memorial  
Award

Biology Department Faculty Award

# Student Awards and Prizes *continued*

## Department of Chemistry

Allen Douglass Bliss Memorial Award

American Institute of Chemists Awards

## Department of Communications

Department Faculty Award

Mariana Evans Creel Award in Journalism

Advertising Award

Graphic Design Award

Media Arts Award

Public Relations/Marcom Award

Photography Award

Visual Communications Award

## Department of Economics

George J. Kachavos Award

John Kalchbrenner Outstanding Student Award

Patricia Anne McGrory Memorial Award

The Class of 1990 Economics Liaison Book Award

## Department of Education and Human Services

Barbara Mason Kemp Award

Elizabeth B. Rawlins Award

## Department of English

George W. Nitchie Prize

Wylie Sypher Prize

## Department of History

Clio Award

Susan Moskowitz Grand Award

Henry Halko Award

## Department of Management

Beatrice C. Gannon Award

King C. Gillette Award

Wall Street Journal Award in Finance

## Department of Mathematics and Computer Science

Mathematics Honor Award

Computer Science Award

## Department of Modern

Languages and Literatures

Edward Addelson Award for Foreign Study

Foreign Language Award

## Department of Nursing

Marjorie Stimson Honor Award

Pauline Wheble Tripp Faculty Award

## Department of Nutrition

Ruby Winslow Linn Award

Nutrition Faculty Award

Ann DeForest Baker Spaulding Award

## Open Major Program

James L.V. Newman Award

## Department of Philosophy

Agora Award

Hypatia Award

## Department of Physical Therapy

Faculty/Alumnae Award

Recognition Award for Excellence

## Department of Political Science and International Relations

Carroll French Miles Award

Roy M. Tollefson Award

Warburg Award

## Prince Program in Retail Management

Prince School Founder's Prize

Harold D. Hodgkinson Achievement Award

Dr. David and Leon Feldberg Karp Endowed Award

Helen Norton Endowment Award  
Alice Resch Powers Scholarship Fund

## Department of Psychology

Teresa Sosa Carterette Award

Stephen R. Deane Award

## Department of Sociology

Distinguished Student Award

Departmental Service Award

Evie Anasis Community Service Award

C. Wright Mills Award

## Department of Women's Studies

Charlotte Perkins Gilman Award

## Graduate School and Program Awards

### Communications Management

Lynda Beltz Prize

### Education

Mary Carlyle Holmes Award

John S. Robinson Award

Douglas Eli Schuch Award

Lydia Smith Award

Francis W. Gallishaw Award

### Library and Information Science

Kenneth R. Shaffer Outstanding Achievement Award

### Management

Albert Beekhuis Foundation Award

Susan Buckley Butler Award

Deans' Award for Academic Achievement

William J. Holmes Prize

Pat Miller Memorial Award

Rappaport Award for Alumna Achievement

Jane Trahey Prize

### Physical Therapy

Outstanding Achievement Award

### Social Work

Iris MacRae Award for Achievement in Social Work

Faculty Award for Outstanding Competence in Multicultural Practice

Faculty Award for Written

Scholarship in Social Work

Award for Community Service

Shirley Saks Greenberg Award



# Endowed Scholarships

The following are endowed scholarship funds of \$20,000 or more at Simmons College:

Helen Goller Adams Scholarship  
 Phyllis Aldrin Endowed Scholarship  
 Viola Engler Anderson Scholarship  
 Elizabeth McCarthy Armand Scholarship  
 Marion P. Ayer Scholarship  
 Smith Tinkham Balkham Scholarship  
 Elizabeth Beiter Scholarship  
 Eva Bayard Berger Scholarship  
 Ruth Dane Bernat Scholarship  
 Helen Noyes Bickford Scholarship  
 Blanche L. and Fred H. Bisbee Scholarship  
 Mildred Bridgham Blake Scholarship  
 Helen Blanchard Scholarship  
 Alice F. Blood Scholarship  
 Josephine C. Grover Bohm Scholarship  
 Virginia Bratton Fund for Continuing Education  
 Lucille Cummings Brown Scholarship  
 Josephine Morello Butz Scholarship  
 Beryl Hardacker Bunker Award for Continuing Education  
 Bydale Scholarship  
 Children's Literature Scholarship  
 Elizabeth Austin Church Scholarship  
 Maxine Mayer Clarke Endowed Scholarship  
 Class of 1910 Memorial Scholarship  
 Class of 1922 Scholarship  
 Class of 1930 Scholarship (PRIDE II)

Class of 1933 Scholarship (PRIDE II)  
 Class of 1938 Scholarship  
 Class of 1942 Scholarship  
 Class of 1946 Scholarship  
 Ruth H. Cleveland Scholarship  
 Mildred Custin Scholarship  
 Eleanor S. Davis Scholarship  
 Marion Gray Davis Scholarship  
 Isabella N. Dunton Scholarship  
 Laura Frye Elliot Endowed Scholarship  
 Endowed Scholarship for Continuing Education  
 Ernest and Dorothy McLennan Ferdinand Scholarship  
 Dorothy Ferebee Scholarship  
 Allan R. Finlay Scholarship  
 Juan R. Freudenthal Scholarship  
 Mary Garland Continuing Education Scholarship  
 Janet Hyde Gildea Scholarship (PRIDE II)  
 Alice Ives Gilman Scholarship  
 Sandra and Marshall Goldberg Fund for New Americans  
 Ina M. Granara Scholarship  
 Delphine D. Greene Scholarship  
 Halko and Hunter Scholarship  
 Katherine Hardwick Scholarship  
 William Randolph Hearst Scholarship  
 Hope A. and David M. Hirsch Family Scholarship  
 Lavern Averill Hodgkinson Scholarship  
 Elizabeth Balch Holmes Scholarship  
 William J. Holmes Scholarship  
 Home Economics Scholarship  
 Elizabeth C. (Dill) Horvath Scholarship

George and Maria Jelatis Scholarship  
 Ethel M. Johnson Scholarship  
 The Eloise M. Jordan Scholarship  
 David and Leona Feldberg Karp Scholarship  
 Pearl Mason Keller Scholarship  
 Amelia M. and Minnie E. Kelley Scholarship  
 Laura Harlow Kelley Endowed Scholarship  
 Minnie E. Kelley Scholarship  
 Anna A. Kloss Scholarship  
 Ethel Pokross Miller and Diane Miller Knopf Scholarship  
 Jane V. Koulouris Leigh Scholarship  
 Bernice Linde Scholarship  
 Kenneth Lamartine Mark Scholarship  
 Ruby Winslow Linn Scholarship  
 Ann Wilkie Marotto Scholarship  
 Ellen F. and Ida M. Mason Scholarship  
 Mary Dickey Masterton Scholarship  
 MICROCOSM Scholarship  
 Kathryn Wilson Moore Scholarship  
 Frances Rollins Morse Scholarship  
 Zdenka Munzer Scholarship  
 Dorothy Bonn Neal Scholarship  
 Sally Bodwell Nelson Scholarship  
 Christine Ann Noonan Scholarship  
 Anna R. Pandiscio Scholarship  
 Ynhui Park Scholarship  
 Florence Stinchfield Patch Scholarship  
 Josephine Perry Peine Scholarship  
 Clara Parker Permuth Scholarship  
 John C. and Harriet Phillips Scholarship  
 George Arlon Polsey Memorial Scholarship

Alice Resch Powers Scholarship  
 PRIDE Class of 1930 Scholarship  
 Carol A. Rennie Scholarship  
 Christine Ricker Fund for  
 Institutional Studies  
 Agnes Spencer Roach Scholarship  
 Dr. Barbara J. Rosen Scholarship  
 Harriet L. Rourke Scholarship  
 Edward and Cornelia Savage  
 Scholarship

Dolores Madison Sayles GSLIS  
 Scholarship  
 Martha Shaber Scholarship  
 Rachel Josefowitz Siegel Scholarship  
 Simmons College Alumnae  
 Scholarship  
 Beverly Ryd Small Scholarship  
 Smalley Foundation Scholarship  
 Albert Henry Smith Scholarship  
 Catherine W. Smith Scholarship

Miriam S. Smith Scholarship  
 Student Aid Scholarship  
 Charlotte E. Taskier Scholarship  
 Martha G. Waldstein Scholarship  
 Joan Melber Warburg Scholarship  
 Edith B. Warren and Alice T.  
 Smith Scholarship  
 Katherine Wellman Scholarship  
 Ruth E. Hills Wheeler Scholarship  
 Armenia E. Young Scholarship

## Other Leading Endowments

\$20,000 and above

Alumnae Endowed Chair Fund  
 Helen Barthelmes Fund  
 Bicknell-Kirkham Fund  
 Winford N. Caldwell Fund  
 Class of 1906 Library Fund  
 Class of 1919 Student Loan Fund  
 Helen Collamore Fund  
 Dorothy and Miles Dallison Fund  
 Dorothea L. Dix Loan Fund  
 George H. Ellis Fund  
 Endowed Alumnae Fund  
 Vera E. Fellows Memorial Fund  
 Florence Flores Fund  
 Garland College General  
 Endowment Fund  
 General Endowment Fund  
 Lillian and Morris Goodman Loan  
 Fund  
 Charlotte N. Greene Endowment  
 Fund

Charles Harrington Fund  
 Virginia Haviland Fund  
 Edward Hodgkins Fund  
 Franklin K. Hoyt Book Fund  
 Henry C. Jackson Fund  
 Carol Kline Visiting Faculty Fund  
 Horatio A. Lamb Fund  
 Henry LeFavour Fund  
 Ruby Linn Professorship  
 Lucius N. Littauer Fund  
 Gertrude Bultler Marcy Fund  
 Coleman Mockler Endowed Chair  
 in Ethics  
 M. Louise Neill Fund  
 Dorothy Norton Fund  
 School of Nursing Fund  
 Edith Salisbury Olney Memorial  
 Fund  
 PRIDE - Class of 1934  
 Lucinda W. Prince Fund  
 Elizabeth Rawlins Endowment  
 Fund

Charles Rittenhouse Fund  
 Julia E. Schaupp Fund  
 Francis and Mildred Sears Fund  
 William T. Sedgewick Fund  
 John Simmons Fund  
 School of Social Work Fund  
 Social Work Faculty Endowed Chair  
 Ann Baker Spaulding Fund  
 Harold and Olive Sprague Fund  
 Mary Sweetser Memorial Fund  
 Frances M. D. Triplett Fund  
 Julia Myerson Trustman Fellowship  
 Julia M. and Benjamin A.  
 Trustman Art Gallery Fund  
 Julia M. and Benjamin A.  
 Trustman Curatorial Fund  
 Warburg Faculty Endowed Chair  
 in International Relations  
 Eva Whiting White Professorship  
 in Social Economy  
 Ruth Woodbury Fund



# Honorary Degrees Awarded

**1998**

**Ann M. Fudge**  
Doctor of Management

**Anne Coghlan**  
Doctor of Science

**Miriam A. Drake**  
Doctor of Library Science

**Alicia Craig Faxon**  
Doctor of Humane Letters

**1997**

**Denise Di Novi**  
Doctor of Public Arts

**Sylvia A. Earle**  
Doctor of Humane Science

**Loretta C. Ford**  
Doctor of Humane Science

**Gail Snowden**  
Doctor of Public Service

**Joan Melber Warburg**  
Doctor of Humane Letters

**1996**

**Sophie Freud**  
Doctor of Social Service

**Lawrence L. Langer**  
Doctor of Humane Letters

**Gail Levin**  
Doctor of Letters

**Liz Walker**  
Doctor of Journalism

**1995**

**Gwen Bell**  
Doctor of Humane Science

**William J. Holmes**  
Doctor of Humane Letters

**Stacey Kabat**  
Doctor of Human Service

**Evelyn Fox Keller**  
Doctor of Humane Science

**Florence C. Ladd**  
Doctor of Humane Letters

**1994**

**Hortensia de los Angeles Amaro**  
Doctor of Humane Letters

**Barbara B. Kennelly**  
Doctor of Public Service

**Ruth S. Leonard**  
Doctor of Library Science

**Sheila Widnall**  
Doctor of Public Service

**1993**

**Diane M. Capstaff**  
Doctor of Human Service

**Gwen Ifill**  
Doctor of Journalism

**Laurel Thatcher Ulrich**  
Doctor of Literature

**Faye Wattleton**  
Doctor of Public Service

**1992**

**Peggy Charren**  
Doctor of Human Service

**Franklin K. Hoyt**  
Doctor of Humane Letters

**Susan Love, M.D.**  
Doctor of Humane Service

**Lynn Martin**  
Doctor of Public Service

**1991**

**Marian Wright Edelman**  
Doctor of Human Service

**Allan R. Finlay**  
Doctor of Humane Letters

**Mary Abbott Hess**  
Doctor of Humane Letters

**Klaus Gerhard Saur**  
Doctor of Humane Letters

**1990**

**Cathleen Black**  
Doctor of Humane Letters

**Joyce C. Clifford**  
Doctor of Humane Science

**Robert M. Coard**  
Doctor of Public Service

**1989**

**Ana Maria Magaloni de Bustamente**  
Doctor of Humane Letters

**Her Royal Highness The Princess Mother of Thailand**  
Doctor of Humane Science

**Elizabeth Janeway**  
Doctor of Literature

**Patricia Scott Schroeder**  
Doctor of Laws

**1988**

**David Anderson**  
Doctor of Public Service

**Ruth M. Batson**  
Doctor of Human Service

**Mildred Custin**  
Doctor of Business Management

**Doris Kearns Goodwin**  
Doctor of Letters

**Priscilla L. McKee**  
Doctor of Humane Administration

**1987**

**Maya Angelou**  
Doctor of Letters

**Jack H. Backman**  
Doctor of Public Service

**Larry Kessler**  
Doctor of Human Service

**1986**

**Yen-Tsai Feng**  
Doctor of Library Science

**Ellen Goodman**  
Doctor of Letters

**Kip Tiernan**  
Doctor of Human Service

# Honorary Degrees Awarded *continued*

1985

**Ethel L. Heins**  
Doctor of Children's Literature

**Paul Heins**  
Doctor of Children's Literature

**Ruby Winslow Linn**  
Doctor of Humane Letters

**Robert E. White**  
Doctor of Public Service

1984

**Patricia Neal**  
Doctor of Public Arts

**Muriel Sutherland Snowden**  
Doctor of Human Service

**Otto Phillip Snowden**  
Doctor of Human Service

1983

**David McCord**  
Doctor of Children's Literature

**Evelyn Murphy**  
Doctor of Public Service

1982

**Doriot Anthony Dwyer**  
Doctor of Music

**W. Arthur Garrity Jr.**  
Doctor of Humane Letters

**H.E. Sir Shridath Ramphal**  
Doctor of Humane Letters

**Margaret E. Readdy, M.D.**  
Doctor of Humane Science

1981

**Jan Fontein**  
Doctor of Fine Arts

**Elizabeth Holtzman**  
Doctor of Laws

1980

**Margaret E. Kuhn**  
Doctor of Humane Letters

**Robert F. Rutherford**  
Doctor of Social Service

**Roy Wilkins**  
Doctor of Humane Letters

1979

**Gregory R. Anrig**  
Doctor of Public Service

**F. Adetowun Ogunshye**  
Doctor of Library Science

**Julia M. Walsh**  
Doctor of Business Administration

1978

**Bancroft Beatley**  
Doctor of Humane Letters

**Ethel Bere**  
Doctor of Business Administration

**Rosamond Lamb**  
Doctor of Fine Arts

**Elda Robb**  
Doctor of Public Service

**Louise S. Scott**  
Doctor of Letters

**Kenneth Shaffer**  
Doctor of Library Science

**Dorothy Williams**  
Doctor of Journalism

1977

**Shirley Anita St. Hill Chisholm**  
Doctor of Humane Letters

**Henry Beetle Hough**  
Doctor of Letters

**Alice Rossi**  
Doctor of Laws

1976

**Harriett Moulton Bartlett**  
Doctor of Social Service

**Rhetaugh Graves Dumas**  
Doctor of Public Service

**William Edgar Park**  
Doctor of Laws

**Elie Wiesel**  
Doctor of Letters

1975

**Sarah Caldwell**  
Doctor of Fine Arts

**Arthur R. Taylor**  
Doctor of Humane Letters

1973

**Eugene Adam Acheson**  
Bachelor of Applied Arts

**Gloria Steinem**  
Doctor of Human Justice

**Wylie Sypher**  
Doctor of Humane Letters

1972

**Edith Fishtine Helman**  
Doctor of Letters

**Coretta Scott King**  
Doctor of Humane Letters

1971

**Melnea A. Cass**  
Doctor of Humanities

**J. Garton Needham**  
Doctor of Humane Letters



# Directory of Faculty and Staff

Appointment date refers to the date of original hire to the College.

**Maureen Abate, Assistant Professor of Nursing**

B.S., M.S., Ph.D., Boston College. Appointed 1996

**Megan Nickels Abbett, Assistant Director of Annual Giving, Development Office, Advancement**

B.A., Boston College; M.A., Emerson College. Appointed 1996

**Paul F. Abraham, Assistant Professor of Education and Director of the MATESL Program, Education and Human Services**

B.A., Boston College; M.Ed., Boston University; Ed.D., Harvard University. Appointed 1993

**Zachary Abuza, Assistant Professor of Political Science**

B.A., Trinity College; M.A., PhD., The Fletcher School of Law and Diplomacy, Tufts University. Appointed 1996

**Rene A. Agard, Staff Assistant, Enrollment Services**

Appointed 1991

**Brian Alleyne, Academic Coordinator, Upward Bound Math and Science Program**

B.A., M.Ed., Tuskegee University. Appointed 1997

**Catherine Allgor, Assistant Professor of History**

A.A., Bucks County Community College; A.B., Mount Holyoke College; M.A., M.Phil., Ph.D., Yale University. Appointed 1998

**Nicholas Amdur, Adjunct Associate Professor, Graduate School of Management**

B.S., Carnegie-Mellon University; M.B.A., Boston University. Appointed 1989

**John P. Ameer, Assistant Professor of Education**

B.A., Yale University; Ed.M.; Ed.D., Harvard University. Appointed 1995

**A. J. Anderson, Professor of Library and Information Science, Graduate School of Library and Information Science**

B.A., Bishops University; M.S., Simmons College; Ed.D., Boston University. Appointed 1968

**Lisa Annecone-Marobella, Alumnae/i Coordinator, Alumnae Relations, Advancement**

B.S., University of Florida; M.Ed., University of Virginia. Appointed 1998

**Masato Aoki, Assistant Professor of Economics and Director of Academic Advising**

B.A., Bucknell University; M.A., Ph.D., University of Massachusetts, Amherst. Appointed 1993

**Susan Appelbaum, Associate Director of Gift Planning, Development Office, Advancement**

B.A., Wayne State University. Appointed 1997

**Diane Armstrong, Assistant Dean for Administration and Academic Services, College of Arts and Sciences and Professional Studies**

B.A., M.S., Simmons College. Appointed 1978

**Adele Ash, Administrative Assistant, J. Garton Needham Counseling Center**

Appointed 1974

**Kimberly Ashness, Assistant Director, Admissions, Graduate School of Management**

B.A., Southeastern Massachusetts University; M.B.A., Simmons College. Appointed 1992

**Daleann Awalt, HVAC Mechanic, Maintenance**

B.A., Lesley College; M.S., Simmons College. Appointed 1991

**R. Douglas Backlund, Aquatics Director**

B.S., Springfield College; M.A., Montclair State University. Appointed 1997

**Adrian M. Bailey, Associate Director, Public Relations Office, Advancement**

B.A., University of Georgia. Appointed 1997

**Christopher Baker, Head Soccer Coach and Assistant Softball Coach, Athletics and Physical Education**

B.A., Bowling Green State University; M.S. Indiana University-Purdue University at Indianapolis. Appointed 1997

**Martha Cohen Barrett, Student Affairs Administrator, Office of the Dean for Student Life**

B.A., Wellesley College, M.S., Ph.D., University of Michigan. Appointed 1997

**Donald L. Basch, Professor of Economics**

B.A., Trinity College; M.A., M.Phil., Ph.D., Yale University. Appointed 1980

**James C. Baughman, Professor of Library and Information Science and Director of School Library Media Specialist Program, Graduate School of Library and Information Science**

B.S., Clarion State University; M.S.L.S., Drexel University; M.A., Ph.D., Case Western Reserve University. Appointed 1971

**Sarah A. Baun, Accounts Receivable Assistant, Office of the Vice President for Finance**

Appointed 1990

**Michelle D. Baxter, User Services Coordinator, Microcomputer Laboratory, Library**

Certificate in Business Administration, Northeastern University. Appointed 1994

**Judy A. Beal, Professor of Graduate Nursing, Graduate School for Health Studies**

B.S., Skidmore College; M.S.N., Yale University; D.N.Sc., Boston University. Appointed 1989

**Rita Beal, Assistant to Senior VP for Administration and Planning, Office of Vice President for Administration and Planning**

Appointed 1987

**Judith J. Beals, Director of Admissions, Graduate School of Library and Information Science**

B.A., Principia College; M.Ed., Lesley College. Appointed 1977

**Kirk James Beattie, Associate Professor of Political Science**

B.A., Kalamazoo College; M.A., Ph.D., University of Michigan. Appointed 1985

**Valerie E. Beaudrault, Grant and Contract Administrator, Sponsored Programs**

B.A., University of Massachusetts, Boston; M.Ed., Boston University. Appointed 1989

**Annabel Beerel, Assistant Professor, Graduate School of Management**

B.S., University of South Africa; M.S., Weston Jesuit School of Theology; M.B.A., Cranfield Institute of Technology; Ph.D., Boston University. Appointed 1998

**Donna Beers, Professor of Mathematics and Chair of Mathematics and Computer Science**

B.A., M.S., Ph.D., University of Connecticut. Appointed 1986

**Lynda A. Beltz, Professor of Communications**

B.A., M.A., Ph.D., Indiana University. Appointed 1978

**David J. Bennett, Assistant Professor of Psychology**

B.S., Loyola University of Chicago; M.A., Ph.D., University of South Florida. Appointed 1997

**Lynette Benton, Assistant Director of Marketing and Publications, Dix Scholars Program, Enrollment Services**

B.A., Northeastern University; M.S. Simmons College. Appointed 1997

**Charlene Berube, Assistant Professor of Nursing**

B.S., Saint Anselm College; M.S.N., Boston University. Appointed 1994

**Bonita Betters-Reed, Professor of Management**

B.S., State University of New York, Potsdam; M.A., Bowling Green State University; Ph.D., Boston College. Appointed 1986

**Carole Biewener, Associate Professor of Economics**

B.A., Douglass College; Ph.D., University of Massachusetts. Appointed 1987

**Patricia E. Blood, Accounts Payable Supervisor, Office of the Vice President for Finance**

Appointed 1987

**Susan Bloom, Director of the Center for the Study of Children's Literature and Assistant Professor of English**

B.S., M.A., Simmons College. Appointed 1981

**Allan S. Blume, Assistant Professor of Education and Project Co-Director**

B.A., State University of New York at Geneseo; M.Ed., University of Vermont; M.S., Simmons College. Appointed 1995

**Myrna D. Bocage, Associate Professor of Social Work, Graduate School of Social Work**

B.A., University of New Orleans; M.S.W., Simmons College. Appointed 1986

**Beth E. Bolles, Assistant Director of Student Financial Aid, Enrollment Services**

B.A., Simmons College. Appointed 1986

**Susan C. Boni, Manager, Business Development, Graduate School of Management**

B.A., Simmons College. Appointed 1997



**Carol E. Bonner, Associate Dean and Associate Professor of Social Work, Graduate School of Social Work**

B.A., Mount Holyoke College;  
M.S.W., Simmons College;  
M.B.A., Boston University.  
Appointed 1984

**Kimberly Boothby-Ballantyne, Assistant Professor of Graduate Nursing**

B.S., University of Southern Maine; M.S.N., Simmons College.  
Appointed 1995

**Ellen Borges, Assistant Professor of Sociology**

B.A., University of Hartford;  
M.A., Ph.D., Yale University.  
Appointed 1996

**Alexis Boryczka, Publications Assistant, Special Needs Program, Education and Human Services**

B.A., Simmons College.  
Appointed 1995

**Peter G. Bowers, Professor of Chemistry**

B.A., Cambridge University;  
Ph.D., University of British Columbia. Appointed 1968

**Brian Bowlby, Technical Support Manager, Computer Facility**

B.A., Kalamazoo College; M.S., Boston College. Appointed 1984

**Michelle A. Bowman, Administrative Assistant, Development Office, Institutional Advancement**

B.S., Northeastern University.  
Appointed 1997

**Maureen T. Boyle, Assistant Registrar, Office of the Registrar**

B.A., Boston University.  
Appointed 1983

**Vivienne Brady, Circulation Supervisor, Library**

B.A., University College, Dublin;  
Higher Diploma in Education,  
Trinity College, Dublin;  
M.Lib.Arts, Harvard University.  
Appointed 1997

**Marilyn Smith Bregoli, Graduate School of Social Work Librarian, Graduate School of Social Work Library**

B.A., University of Massachusetts, Boston; M.S., Simmons College.  
Appointed 1980

**Nora D. Brennan, Accounts Payable Assistant, Office of the Vice President for Finance**

Appointed 1990

**Cheryl Brigante, Coordinator of Systems and Technical Services, Library**

B.S., Southern Connecticut State College; M.L.S., Drexell University. Appointed 1983

**Christina Brinkley, Associate Professor of Sociology and Chair of African American Studies**

B.A., University of Pennsylvania;  
Ph.D., Princeton University.  
Appointed 1998

**Pamela Bromberg, Professor of English and Director of Graduate Programs in English**

B.A., Wellesley College; Ph.D., Yale University. Appointed 1972

**Deanna Brooks, Clinical Associate Professor of Social Work, Graduate School of Social Work**

B.A., University of Akron;  
M.S.W., Smith College. Appointed 1983

**David Browder, Professor of Mathematics**

B.A., Amherst College; M.A., Ph.D., University of Oregon.  
Appointed 1971

**Janice Brown, Staff Assistant, Campus Activities**

Appointed 1994

**Michael L. Brown, Professor of Mathematics**

B.A., Columbia University; M.A., Ph.D., Harvard University.  
Appointed 1986

**Nancy Brown-Pawlyshyn, Director of Internships, Departments of Communications and English**

B.A., M.S., Simmons College.  
Appointed 1990

**Andrea Bruce, Director, MBA Marketing, Graduate School of Management**

B.A., Bucknell University; M.A., University of Michigan. Appointed 1998

**Jennifer Bruce, Staff Assistant, MBA Program, Graduate School of Management**

B.A., Assumption College.  
Appointed 1997

**Joan Manning Brunnick, Assistant Professor of Education**

B.S., Boston College; M.A., Regis College. Appointed 1996

**Margaret Bush, Associate Professor of Library and Information Science, Graduate School of Library and Information Science**

B.A., M.L.S., University of California, Berkeley. Appointed 1984

**Laureen Cahalane, Associate Director of Gift Planning, Development Office, Advancement**  
B.A., University of Massachusetts, Lowell. Appointed 1994

**Margaret Callahan, Payroll Assistant, Office of the Vice President of Finance**  
A.A.S., Bunker Hill Community College. Appointed 1997

**Ava Carder, Admissions Counselor for Adult Education, Dix Scholars Program, Enrollment Services**  
B.A. Howard University; M.A. Northern Illinois University. Appointed 1997

**Meri Cayem, Career Counselor, Career Education**  
B.A., University of Massachusetts. Appointed 1998

**Carole Chaet, Associate Professor of Education**  
B.A., Framingham State College; M.Ed., Antioch College; Ed.D., Boston University. Appointed 1986

**Dana C. Chandler, Jr., Professor of Art, Art and Music**  
B.S., Massachusetts College of Art. Appointed 1971

**Lisa Chapnick, Senior Vice President for Administration and Planning**  
B.A., Boston University. Appointed 1998

**Daniel S. Cheever, Jr., President**  
A.B., M.A.T., Ed.D., Harvard University. Appointed 1995

**Ching-chih Chen, Professor of Library and Information Science, Graduate School of Library and Information Science**  
B.A., National Taiwan University; M.A.L.S., University of Michigan; Ph.D., Case Western Reserve University. Appointed 1971

**Louise W. Christian, Associate Director of the J. Garton Needham Counseling Center**  
B.A., Smith College; M.Ed., Ed.D., Boston University. Appointed 1976

**Janet Chumley, Instructor in Education**  
B.A., Antioch College; M.Ed., Boston University. Appointed 1996

**Stephanie Cichon, Staff Assistant, MAT and MATESL Programs, Education and Human Services**  
B.A., Simmons College. Appointed 1997

**Alcortis Clark, Assistant Director of Advancement Services, Advancement**  
Appointed 1990

**Hilary Clark, Staff Assistant, Education and Human Services**  
B.A., Vassar College. Appointed 1997

**Patricia Clarke, Visiting Professor of Finance, Department of Management**  
B.A., Lawrence University; M.B.A., University of Illinois; Ph.D., University of Massachusetts at Amherst. Appointed 1998

**Joan R. Cleary, Registration Coordinator and Staff Assistant, Graduate School of Social Work**  
M.F.A., Marymount College. Appointed 1992

**Eileen Cleere, Assistant Professor of English**  
B.A., Scripps College; Ph.D., Rice University. Appointed 1996

**Louise G. Cohen, Associate Professor of Spanish**  
B.S., Simmons College; A.M., Ph.D., Harvard University. Appointed 1967

**Selene Colburn, Library Assistant, Graduate School of Library and Information Science**  
B.A., Bennington College. Appointed 1997

**Bernard Colo, Associate Director for Media and Technology, Library**  
B.A., Saint Anselm College; M.Ed., Boston University. Appointed 1988

**Paul D. Colombo, College Web Master, Library; EnviroNet Coordinator, Biology**  
B.S.Ed., Worcester State College. Appointed 1983

**Tammy Coney, Library Media Assistant, Graduate School of Management Library**  
B.S., Emerson College. Appointed 1992

**Shelley Conley, Director of Admissions, Graduate School of Management**  
B.S., Nazareth College. Appointed 1995

**Caroline Considine, Vice President of Marketing, Assistant to the President**  
A.B., Brown University; M.B.A., Boston College. Appointed 1988



**Kristin Contis, Coordinator,  
Alumnae Relations, Graduate  
School of Management**  
B.S., University of Maine at  
Orono. Appointed 1997

**James Corcoran, Associate  
Professor and Chair of  
Communications**  
B.A., University of North Dakota;  
M.P.A., Harvard University.  
Appointed 1986

**Denise Chamberlain Correia,  
Assistant Registrar, Office of the  
Registrar**  
Appointed 1990

**Annette Coscia, Administrative  
Assistant, Graduate Nursing,  
Graduate School for Health  
Studies**  
Appointed 1988

**Jennifer Cote, M.B.A. Manager  
of Information and Technology,  
Graduate School of Management**  
B.A., Simmons College.  
Appointed 1995

**Diane T. Coulopoulos, Professor  
of Psychology**  
B.A., University of Connecticut;  
M.S., Ph.D., Tufts University.  
Appointed 1965

**Bonita P. Cox, Director of  
Human Resources**  
B.A., Boston College; M.A.,  
Cambridge College. Appointed  
1994

**Enid Cunniff, Staff Assistant,  
Undergraduate Nursing.**  
Appointed 1993

**Maryellen Cunnion, Adjunct  
Assistant Professor of Education**  
B.A., College of Mt. St. Vincent;  
M.A., Trinity College; M.S., Johns  
Hopkins University; Ed.D., Harvard  
University. Appointed 1996

**Karen Curtiss, Administrative  
Assistant, Graduate School of  
Social Work**  
B.A., Brandeis University.  
Appointed 1997

**Ann-Marie Daley, Budget  
Analyst, Office of the Vice  
President for Finance**  
B.S., Bentley College. Appointed  
1997

**Randall Dance, Maintenance III**  
Appointed 1978

**Denise Davis, Library Assistant,  
Career Resource Library**  
B.A., University of Nebraska at  
Lincoln; Diploma in Hispanic  
Studies, Universidad Complutense,  
Madrid, Spain. Appointed 1996

**Marybeth Davis, Administrative  
Assistant, Health Center**  
ASN, Northeastern University.  
Appointed 1995

**Beth DeAnna, Staff Assistant,  
Alumnae Relations, Graduate  
School of Management**  
B.S., Keene State College.  
Appointed 1995

**Ruth Grossman Dean, Professor  
of Social Work, Graduate School  
of Social Work**  
B.A., M.S.W., University of  
Pittsburgh; D.S.W., Boston  
College. Appointed 1978

**Shamikhah A. Dean, Senior  
Assistant Director and  
Coordinator of ALANA  
Recruitment, Enrollment  
Services**  
B.A., Simmons College.  
Appointed 1994

**Maryanne Dearborn, Assistant to  
the Special Needs Program  
Director, Education and Human  
Services**  
A.S., Lasell College; B.S.,  
University of Maryland. Appointed  
1994

**Anna Maria DeBenedictis, Staff  
Assistant, Health Center**  
Appointed 1988

**Jodi Delibertis, Clinical  
Coordinator, Graduate Nursing,  
Graduate School for Health  
Studies**  
B.A., Boston College. Appointed  
1996

**Carol Demos, Assistant  
Acquisitions and InterLibrary-  
Loan Librarian**  
B.A., Regis College; M.S.,  
Simmons College. Appointed 1989

**Laurel Dew, Assistant Dean,  
Graduate School for Health Studies**  
B.A., Merrimack College; M.A.,  
Tufts University; M.S., Simmons  
College. Appointed 1988

**Nunzio DiBenedetto, Computer  
Operator, Computer Facility**  
Appointed 1985

**Gerard DiChiara, Payroll  
Assistant, Office of the Vice  
President for Finance**  
B.A., Boston College. Appointed  
1989

**Leslee A. DiGirolamo, Program Administrator, Health Care Administration, Graduate School for Health Studies**  
 B.A., Plymouth State College.  
 Appointed 1993

**Dorothy Doherty, Staff Assistant, Multidisciplinary Core Course**  
 M.Ed., Boston College. Appointed 1998

**Donna M. Dolan, Registrar**  
 B.A., M.S., Simmons College.  
 Appointed 1973

**Elizabeth Donnelly, Periodicals Librarian**  
 B.A., University of Massachusetts;  
 M.S., Simmons College.  
 Appointed 1986

**Kathleen M. Downing, Manager of Financial Records, Advancement Services, Advancement**  
 Appointed 1989

**Shahara Brookins Drew, New England Board of Higher Education Dissertation Scholar, Department of English**  
 B.A., University of Pennsylvania;  
 M.A., Brown University.  
 Appointed 1998

**Susan E. Driscoll, Senior Accountant, Office of the Vice President for Finance**  
 B.A., Simmons College.  
 Appointed 1990

**Douglas Driver, Manager of Information Technology, Graduate School of Library and Information Science**  
 B.A., M.L.S., University of Alabama. Appointed 1998

**Kathleen A. Dunn, Professor of Education**  
 B.A., Smith College; MAT, Radcliffe College; Ed.D., University of Massachusetts, Amherst. Appointed 1966

**Patricia M. Durisin, Reference and Instruction Librarian**  
 B.A., Lake Superior State University; M.S., Simmons College. Appointed 1994

**Jonathan Ehrenworth, Director of the J. Garton Needham Counseling Center**  
 B.A., Carleton College; Ph.D., Boston University. Appointed 1968

**Mary Embry, Coordinator of Patient Services, Health Center**  
 B.S., Emmanuel College.  
 Appointed 1984

**Susan Emmanouilidis, Director of Chorale**  
 B.M. University of Massachusetts, Amherst; M.M., New England Conservatory of Music. Appointed 1996

**Christine J. Evans, Practicum Coordinator for Special Needs Program, Education and Human Services**  
 B.A., Hartwick College; M.Ed., Lesley College. Appointed 1993

**Patricia C. Fallon, Associate Treasurer and Comptroller, Office of the Vice President for Finance**  
 B.A., Stonehill College; M.S., Northeastern University; M.S.T., Bentley College. Appointed 1978

**Jane P. Fidler, Senior Assistant Director, Enrollment Services**  
 M.S., Simmons College.  
 Appointed 1985

**Kelly L. Fisher, Assistant Professor of Nursing**  
 B.S., Fitchburg State College;  
 M.S., Russell Sage College.  
 Appointed 1992

**Ann Fleck-Henderson, Associate Professor of Social Work, Graduate School of Social Work**  
 A.B., Radcliffe College; M.S.S.W., Columbia University. Appointed 1983

**Elizabeth Fleming, Director of Graduate Programs in Special Needs, Education and Human Services**  
 B.S., Fitchburg State College;  
 M.Ed., Ed.S., George Peabody College. Appointed 1988

**Megan Fox, Assistant Librarian, Graduate School of Management Library**  
 B.A., Trinity College; M.A., Boston College. Appointed 1994

**Deborah Fraioli, Associate Professor of French**  
 B.A., Cornell University; M.A., Ph.D., Syracuse University.  
 Appointed 1985

**Eileen M. Freiberg-Dale, Clinical Associate Professor of Social Work, Graduate School of Social Work**  
 B.S., Cornell University; M.S.S.S., Boston University. Appointed 1979

**Nora Friel, Stock Room Supervisor, Chemistry**  
 Appointed 1986

**Abbie K. Frost, Associate Professor of Social Work, Graduate School of Social Work**  
 B.A., M.S.S.A., Ph.D., Case Western University. Appointed 1983



**Jennifer Fuller, Assistant Director of Graduate Studies Admissions, Enrollment Services**  
B.S., University of Maine.  
Appointed 1997

**Joseph Galanek, Assistant Director, Residence Operations**  
Appointed 1980

**Rachel L. Galli, Assistant Professor of Psychology**  
B.A. Hofstra University; M.A.; Boston University; Ph.D., Boston University. Appointed 1998

**Patricia Galloway, Staff Assistant, Chemistry**  
Appointed 1995

**Victoria Galloway, Administrative Assistant, Biology**  
Appointed 1990

**Kathleen Galvin, Staff Nurse, Health Center**  
B.S., Vermont College, Norwich University. Appointed 1996

**Tracey Garcia, Staff Assistant, Graduate School of Library and Information Science**  
Appointed 1994

**Joan Gearin, Assistant Archivist and Records Manager, Colonel Miriam E. Perry Goll Archives**  
B.A., Simmons College; M.S., Simmons College. Appointed 1994

**Barbara F. Gentile, Associate Professor and Chair of Psychology**  
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Appointed 1971

**Rose M. Giaconia, Co-Principal Investigator, Graduate School of Social Work**  
B.A., Seattle University; Ph.D., Stanford University. Appointed 1990

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B.A., Mount Holyoke College; M.A., Simmons College.  
Appointed 1992

**John Gilbride, Maintenance I, Auxiliary Services**  
Appointed 1997

**Mary Gilfus, Associate Professor of Social Work, Graduate School of Social Work**  
B.A., St. Lawrence University; M.S.W., Boston University; Ph.D., Brandeis University. Appointed 1993

**Marlyn Mackey Gillis, Associate Professor of Management**  
B.A., Lake Erie College; M.A., Case Western Reserve University; M.B.A., Babson College; M.S., Bentley College; M.S., College for Financial Planning. Appointed 1980

**Carol Giusti, Development Coordinator, Development Office, Advancement**  
B.A., Connecticut College.  
Appointed 1997

**Velda Goldberg, Professor of Physics**  
B.A., State University of New York, Potsdam; M.S., Ph.D., Boston College. Appointed 1984

**Elaine H. Goldman, Associate Director of Career Education**  
B.S., University of Massachusetts, Amherst. Appointed 1996

**Robert N. Goldman, Professor of Mathematics**  
B.S., London School of Economics; A.M., Ph.D., Harvard University. Appointed 1972

**Humberto F. Gonçalves, Vice President for Finance and Treasurer**  
B.S. Northeastern University.  
Appointed 1998

**Shelley Goodgold-Edwards, Associate Professor of Physical Therapy, Graduate School for Health Studies**  
B.S., New York University; M.S., Sc.D., Boston University.  
Appointed 1985

**Lindsey Goodhue, Director of Programs, Office of the Dean for Student Life**  
B.S., Babson College, M.A., Bowling Green State University.  
Appointed 1996

**Claire C. Goodwin, College Archivist, Colonel Miriam E. Perry Goll Archives**  
B.A., Smith College; M.S., Simmons College. Appointed 1995

**Stephanie Gordon, Admission Counselor, Enrollment Services**  
B.A., Simmons College.  
Appointed 1996

**Keith Gorman, Assistant Professor and Chair of History**  
B.A., Loyola University; M.A., Ph.D., University of Wisconsin, Madison. Appointed 1996

**Cynthia A. Grady, Administrative Assistant, Departments of English and Philosophy**  
B.A., San Jose State University; M.A., Simmons College.  
Appointed 1994

**Katharine Grandfield,** Administrative Assistant, Office of the Dean of the College of Arts and Sciences and Professional Studies  
 B.A., Wesleyan University.  
 Appointed 1997

**James Grant,** Professor of Management, Graduate School of Management  
 B.S., B.A., Babson College; M.B.A., Ph.D., University of Chicago. Appointed 1988

**D. Bruce Gray,** Assistant Professor of Biology  
 B.S., Tufts University; M.S., Columbia University; Ph.D., University of Connecticut.  
 Appointed 1993

**Gorgette Green-Hodnett,** Assistant Director of Campus Life  
 B.A., State University of New York, New Paltz; M.S., Worcester State College. Appointed 1994

**Vito Grillo,** Administrative Assistant, Modern Languages and Literatures  
 B.A., University of Michigan.  
 Appointed 1998

**Shayna Guarnieri,** Staff Assistant, MAT Program, Education and Human Services  
 B.A., Brandeis University.  
 Appointed 1996

**Jaime Guiod,** Staff Assistant, Marketing, Graduate School of Management  
 Appointed 1998

**David G. Gullette,** Professor of English  
 A.B., Harvard College; Ph.D., University of North Carolina.  
 Appointed 1967

**Shaun M. Gummere,** Technical Web Master, Library  
 B.Ph., Miami University; M.A., The American University.  
 Appointed 1995

**Helen Guttentag,** Assistant Professor of Education and Director of Clinical Programs  
 B.A., Wellesley College; Ed.M., Harvard University. Appointed 1978

**Elizabeth Hadley,** Associate Professor of African American Studies  
 B.A., University of Rochester; M.A., University of Pittsburgh; Ph.D., Indiana University at Bloomington. Appointed 1997

**Diane M. Hallisey,** Associate Comptroller, Office of the Vice President for Finance  
 B.A., M.S., Simmons College.  
 Appointed 1976

**Julie Halpern,** Reference Library Assistant, Library  
 B.A., Tufts University. Appointed 1997

**Raquel M. Halty,** Professor of Spanish and Chair of Modern Languages and Literatures; Director of the Simmons in Córdoba Study Abroad Program  
 B.A., Chatham College; A.M., Ph.D., Harvard University.  
 Appointed 1975

**Elizabeth C. Hamblet,** Learning Disability Specialist, Academic Support Center  
 B.A., M.A., Tufts University; M.A., Simmons College.  
 Appointed 1996

**Johnnie Hamilton-Mason,** Assistant Professor of Social Work, Graduate School of Social Work  
 B.S., State College of Boston; M.S.W., Simmons College.  
 Appointed 1991

**Diane E. Hammer,** Administrative Director, Simmons Institute for Leadership and Change  
 B.A., State University of New York, Binghamton; M.S., Simmons College. Appointed 1978

**Margaret Hanni,** Assistant Professor of Art, Chair of Art and Music  
 B.A., Simmons College; M.A., Ph.D., Boston University.  
 Appointed 1996

**Sadie A. Hannula,** Coordinator of Graduate Records, Office of the Registrar  
 B.S., Simmons College. Appointed 1995

**John B. Harber,** Maintenance II  
 Appointed 1990

**Ronald C. Harding,** Visiting Professor of Marketing, Department of Management  
 B.S., Northwestern University School of Speech; M.B.A. Certificate, University of Cincinnati.  
 Appointed 1998

**Theresa A. Harrigan,** Director of Career Education  
 B.A., Simmons College; M.Ed., Ed.D., Northeastern University.  
 Appointed 1998



**Daphne Harrington, Associate Director for Public Services, Library**

B.A., University of Massachusetts, Amherst; M.L.S., State University of New York, Albany. Appointed 1981

**Iclal Hartman, Professor of Chemistry**

B.A., M.A., Mount Holyoke College; Ph.D., University of Florida. Appointed 1959

**Chester D. Haskell, Dean of the College of Arts and Sciences and Professional Studies**

A.B., Harvard College; M.A., University of Virginia; M.P.A., D.P.A., University of Southern California. Appointed 1995

**Susan Hass, Professor of Management, Graduate School of Management**

B.S., Boston University; M.B.A., Harvard University. Appointed 1983

**Mary Louise Hatten, Professor of Management, Graduate School of Management**

B.A., Rosary College; M.S., Ph.D., Purdue University. Appointed 1986

**David Hatton, Electrician**  
Master Electrician License.  
Appointed 1995

**Amy Hauf, Research Associate, Graduate School of Social Work**

B.A., Middlebury College.  
Appointed 1996

**Eileen M. Hegarty, Accounts Receivable Supervisor, Office of the Vice President for Finance**

B.S., Simmons College. Appointed 1985

**Deborah Heller, Special Assistant Professor of Physical Therapy, Graduate School for Health Studies**

B.S., Ithaca College; M.S., Boston University. Appointed 1987

**Kristy H. Hendricks, Ruby Winslow Linn Associate Professor of Nutrition**

B.S., University of Nebraska; M.S., Sc.D., Boston University. Appointed 1995

**Nancie H. Herbold, Professor and Chair of Nutrition and Director of the Graduate Program in Nutrition**

B.A., University of Rhode Island; M.S., Ed.D., Boston University. Appointed 1976

**Hilda Hernandez-Gravelle, Assistant Dean for Student Life and Multicultural Affairs**

B.A., University of Puerto Rico; M.S.W., Simmons College; Ed.M., Harvard University. Appointed 1995

**Rosemary Hernandez, Staff Assistant, Facilities Department**  
Appointed 1995

**Peter Hernon, Professor of Library and Information Science, Graduate School of Library and Information Science**

B.A., University of Colorado; M.A., University of Denver; Ph.D., Indiana University. Appointed 1976

**Kamal Hijjazi, Assistant Professor of Nursing**

B.S., M.S., Ph.D., University of Massachusetts. Appointed 1995

**Brian R. Hodge, Acting Director of Student Financial Aid, Enrollment Services**

B.S., University of Southern Maine; M.B.A., Northeastern University. Appointed 1996

**Stanley Holmy, Supervisor of Copy Center**

B.S., Northeastern University. Appointed 1980

**Stephanie C. Homan, Media Production Specialist, Library**

B.S., M.S., University of Wisconsin. Appointed 1994

**Emeline Homonoff, Associate Professor of Social Work, Graduate School of Social Work**

B.A., Smith College; M.S.W., Simmons College; D.S.W., Boston College. Appointed 1988

**Queen Horne, Systems Programmer, Computer Facility**

B.S., Simmons College. Appointed 1997

**Suzanne M. Hughes, Administrative Assistant, Office of the Vice President for Finance**  
Appointed 1989

**Denise Humm-Delgado, Associate Professor of Social Work, Graduate School of Social Work**

B.A., Marymount Manhattan College; M.S.S.W., Columbia University; Ph.D., Brandeis University. Appointed 1983

**Tracey Hurd, Assistant Professor of Education**

B.A., Clark University; M.Ed., Tufts University; Ph.D., Boston College. Appointed 1998

**Sheila S. Intner, Professor of Library and Information Science, Graduate School of Library and Information Science**

B.A., Northwestern University; M.L.S., Queens College, City University of New York; D.L.S., Columbia University. Appointed 1986

**Derrick Jackson, Adjunct Assistant Professor of Journalism, Communications**

B.A., University of Wisconsin; Neiman Fellowship in Journalism, Harvard University. Appointed 1993

**Kimberly A. Jackson, Assistant to the Vice President of Advancement, Advancement.**

B.S., Simmons College. Appointed 1997

**Erik Jensen, Joan M. and James P. Warburg Chair and Professor of International Relations**

M.S., Harvard University; M.S., Ph.D., Oxford University. Appointed 1998

**Diane U. Jette, Director and Associate Professor of Physical Therapy, Graduate School for Health Studies**

B.S., Simmons College; M.S., D.Sc., Boston University. Appointed 1981

**Lynda K. Johnson, Director of MAT Program, Education and Human Services**

B.A., M.S., Simmons College. Appointed 1992

**Stephanie Johnson, Special Assistant Professor of Physical Therapy and Academic Coordinator of Clinical Education, Graduate School for Health Studies**

B.S., Simmons College; M.B.A., University of Houston. Appointed 1995

**Kellie M. Jones, Assistant to the Director, Education and Human Services**

B.A., Boston University; M.A., University of Massachusetts. Appointed 1995

**Amy Kant, Development Writer, Development Office, Advancement.**

B.A., Trinity College. Appointed 1997

**Alice Kantor, Director of Athletics and Physical Education**

B.A., Franklin & Marshall College; M.S., University of Michigan. Appointed 1988

**Michael Kaplan, Visiting Associate Professor of Chemistry**

M.S., Kishinev State University; Ph.D., Leningrad State University; Dr.Sci., Moscow State University, Moscow. Appointed 1993

**Regina Kaufman, Special Instructor in Physical Therapy, Graduate School for Health Studies**

B.S., Russell Sage College; M.S., Massachusetts General Hospital Institute of Health Professions. Appointed 1995

**Susan M. Keane, Associate Professor of French and Director of Foreign Study Program**

B.A., Manhattanville College; A.M., Ph.D., Harvard University. Appointed 1964

**Joan Kelly, Director of Executive Education and Marketing, Graduate School of Management**  
M.B.A., Simmons College. Appointed 1993

**Mary M. Kelly, Campaign Researcher, Advancement Services, Advancement**

B.A., Ohio Wesleyan University. Appointed 1997

**Daphne Kenyon, Professor and Chair of Economics**

B.A., Michigan State University; M.A., Ph.D., University of Michigan. Appointed 1989

**Christine Keuleyan, Admissions Coordinator, Graduate School for Health Studies**

Diploma in Teaching, Cambridge University. Appointed 1996

**Nancy P. Kiley, Program Assistant for Physical Therapy, Graduate School for Health Studies**

B.A., Bridgewater State College; M.S., Simmons College. Appointed 1994

**Philomena Kilkelly, Records Coordinator, Office of the Registrar**

Appointed 1987

**Jon A. Kimball, Director of Grants and Sponsored Programs**

B.A., Keene State College. Appointed 1998

**Kristie Kay Kirchner, Director of Campus Activities**

B.A., Roger Williams University; M.S. in Ed., Eastern Illinois University. Appointed 1996



**Ann Kittler, Assistant Professor of Nursing**  
B.S.N., D'Youville College; M.S., Boston University. Appointed 1986

**Em Claire Knowles, Assistant Dean, Graduate School of Library and Information Science**  
B.A., University of California, Davis; M.L.S., University of California, Berkeley; D.A., Simmons College. Appointed 1988

**Rebecca Koeniger-Donohue, Assistant Professor of Graduate Nursing, Graduate School for Health Studies**  
B.S., Saint Anselm College; M.S., Boston University; Ph.D., University of Rhode Island. Appointed 1993

**Evelyn Kofler, Administrative Assistant, Art and Music**  
B.A., Wells College. Appointed 1997

**Deborah M. Kolb, Professor of Management and Director of the Center for Gender and Organizations, Graduate School of Management**  
B.A., Vassar College; M.B.A., University of Colorado; Ph.D., Massachusetts Institute of Technology. Appointed 1977

**Julie Anne Krass, Administrative Assistant, Library**  
B.A., Northern Illinois University. Appointed 1998

**Stefan G. Krug, Associate Professor of Social Work, Graduate School of Social Work**  
B.A., University of California; M.S.W., Ph.D., Simmons College. Appointed 1989

**Mary Helen Kuhns, Assistant Director and Senior Systems Analyst, Computer Facility**  
B.S., Ohio State University; M.S., State University of New York at Buffalo. Appointed 1980

**Nikolay Kurmakov, Head Crew Coach, Athletics and Physical Education**  
M.S., Kiev University of Physical Education. Appointed 1984

**Janet Lacey, Assistant Professor of Nutrition**  
B.S., Simmons College; M.A., University of Massachusetts, Amherst; M.Ed., University of Massachusetts, Boston; Dr.P.H., University of North Carolina, Chapel Hill. Appointed 1996

**Marcia Lagerwey-Commeret, Director of Admission for Adult Education, Enrollment Services**  
B.A., Calvin College; M.A., Framingham State College; M.A., Ph.D., Clark University. Appointed 1997

**Elena W. Lander, Associate Director, Computer Facility**  
M.B.A., Institute for Finance and Economics, Odessa, USSR. Appointed 1980

**Denise Michaela Langhammer, Research Assistant, Graduate School of Social Work**  
B.A., University of Vermont. Appointed 1997

**Tryphena Lawrence, Information Specialist, Enrollment Services**  
B.A., Hartwick College. Appointed 1997

**Sarah Lay, Nurse Practitioner, Health Center**  
B.A., Trinity College; M.S.N., Massachusetts General Hospital Institute of Health Professions. Appointed 1994

**Barbara R. Layne, Assistant Director of Student Financial Aid, Enrollment Services**  
B.S., Bridgewater State College; M.B.A., Northeastern University. Appointed 1996

**Nancy Lee, Assistant Professor of Chemistry**  
B.A., University of Pennsylvania; Ph.D., Brown University. Appointed 1994

**Leonard Lessard, Lead Utility**  
Appointed 1985

**Herb Levine, Senior Programmer and Analyst, Computer Facility**  
A.B., Boston University. Appointed 1981

**Tema Liberty, Adjunct Assistant Professor of Graduate Nursing, Graduate School for Health Studies**  
B.A., University of Massachusetts, Amherst; M.S., Pace University Graduate School of Nursing. Appointed 1997

**Ann Lindsey, Adjunct Professor of Management, Graduate School of Management**  
B.A., University of South Carolina; M.B.A., Simmons College. Appointed 1982

**Nicole M. Lisi, Business and Facilities Assistant, Graduate School of Management**  
B.A., Simmons College. Appointed 1996

**Randi Lite, Instructor in Biology**  
A.B., Brown University; M.A.,  
Columbia University. Appointed  
1989

**Judy Littlejohn, Administrative  
Assistant, Office of the President**  
Appointed 1997

**Zhigang Liu, Assistant Professor  
of History and Modern Languages  
and Literatures**

University Diploma, Beijing  
Normal University; M.A., Ph.D.,  
Boston University. Appointed 1991

**Stephen D. London, Professor  
and Chair of Sociology**  
B.A., Bowdoin College; Ph.D.,  
University of Chicago. Appointed  
1975

**Jane Lopilato, Associate  
Professor of Biology**  
B.A., Emmanuel College; Ph.D.,  
Harvard University. Appointed  
1989

**Carol Love, Director and  
Professor of Graduate Nursing,  
Graduate School for Health  
Studies**  
B.S., Simmons College; M.S.,  
Xavier University; Ph.D.,  
University of Cincinnati.  
Appointed 1985

**Brenda Y. Lowe, Accounts  
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Vice President for Finance**  
B.S., Northeastern University.  
Appointed 1997

**John Lowe, Associate Professor of  
Health Care Administration,  
Graduate School for Health  
Studies**  
B.S., Duke University; M.S., Ohio  
State University; Ph.D., University  
of Illinois. Appointed 1993

**Richard Lyman, Professor of  
History**  
B.A., Bowdoin College; A.M.,  
Ph.D., Harvard University.  
Appointed 1966

**Diane Lynch, Staff Assistant,  
Departments of Mathematics and  
Computer Science and Nutrition**  
Appointed 1997

**Jeanne Pernice Madden, Assistant  
to the Dean, Graduate School of  
Library and Information Science**  
B.A., M.S., Simmons College.  
Appointed 1993

**Elizabeth Mahoney, Assistant  
Director of Residence Life**  
B.A., M.A., University of Massa-  
chusetts, Lowell. Appointed 1995

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Academic Coordinator of  
Clinical Education, Physical  
Therapy, Graduate School for  
Health Studies**  
B.S., Emmanuel College.  
Appointed 1991

**Kathryn Maloney, Payroll and  
Benefits Manager, Office of the  
Vice President for Finance**  
B.A., Boston College. Appointed  
1983

**Shirley M. Manerson, Assistant  
Director of Human Resources**  
EEO Studies Certification, Cornell  
University; M.S., Simmons  
College. Appointed 1991

**William Manly, Associate  
Professor of English**  
B.A., Amherst College; M.A.,  
Columbia University. Appointed  
1963

**Gerald Manning, Maintenance  
Specialist**  
Appointed 1970

**Deborah Marlino, Professor of  
Management, Graduate School of  
Management**  
B.A., M.B.A., University of  
Tennessee; Ph.D., University of  
California, Los Angeles. Appointed  
1989

**Thomas Martin, Manager of  
Facilities**  
B.S., Massachusetts Maritime  
Academy. Appointed 1996

**James M. Matarazzo, Dean and  
Professor of Library and  
Information Science, Graduate  
School of Library and  
Information Science**  
B.S., M.A., Boston College; M.S.,  
Simmons College; Ph.D.,  
University of Pittsburgh.  
Appointed 1968

**Donald Matheson, Library  
Assistant, Graduate School of  
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B.A., M.A., University of Virginia.  
Appointed 1997

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and Applications Secretary,  
Enrollment Services**  
Appointed 1990

**Lisa D. Mayer, Dean of  
Enrollment Services**  
B.A., William Smith College;  
Ed.M., Harvard University.  
Appointed 1977

**Kristin McAndrew, Assistant to  
the Director of Admission,  
Enrollment Services**  
B.A., Saint Mary's College.  
Appointed 1997

**James E. McAnespie,  
Maintenance Foreman**  
Appointed 1993



**Maureen T. McCormack, Assistant Manager and Basketball and Soccer Coach, Athletics and Physical Education**  
B.S., Augusta College; M.S., Eastern Kentucky University.  
Appointed 1994

**Marie McHugh, Staff Assistant, History, Archives Management, and Gender/Cultural Studies**  
B.A., Simmons College.  
Appointed 1993

**Susan M. McLaughlin, Human Resources Specialist, Office of Human Resources**  
Appointed 1991

**Jennifer W. Meagher, Assistant to the Deans, Office of the Dean of the College of Arts and Sciences and Professional Studies**  
B.A., University of Massachusetts, Amherst. Appointed 1996

**Cynthia Medich, Assistant Professor of Nursing**  
B.S.N., Pennsylvania State University; M.S., Boston University Graduate School of Nursing; Ph.D., Boston College Graduate School of Nursing. Appointed 1997

**Michael P. Melendez, Associate Professor of Social Work, Graduate School of Social Work**  
B.A., University of Arizona, Tempe; M.S.W., Boston University. Appointed 1988

**Margaret Menzin, Professor of Mathematics and Computer Science**  
B.A., Swarthmore College; M.A., Ph.D., Brandeis University.  
Appointed 1969

**Cathryn M. Mercier, Associate Director of the Center for the Study of Children's Literature and Assistant Professor of English**  
B.A., Mount Holyoke College; M.A., M.Phil., Simmons College.  
Appointed 1985

**Deborah Merrill-Sands, Program Director for Gender and Organization Change, Simmons Institute for Leadership and Change**  
B.A., Hampshire College; M.A., Ph.D., Cornell University.  
Appointed 1995

**Mary Metcalf, Financial Aid Counselor, Enrollment Services**  
B.S., Plymouth State College.  
Appointed 1996

**Greta Methot, Senior Administrative Assistant for Student Financial Aid, Enrollment Services**  
B.A., Bridgewater State College.  
Appointed 1996

**Gerald P. Miller, Associate Professor of Library and Information Science, Graduate School of Library and Information Science**  
B.A., Sacred Heart Seminary; M.Div., St. John's Seminary; M.A.L.S., Ph.D., University of Michigan. Appointed 1989

**Diane Millikan, Director of Public Relations, Advancement.**  
B.A., University of North Carolina at Chapel Hill; M.A., University of Massachusetts, Boston; M.A., Boston University. Appointed 1997

**Kathleen Millstein, Associate Professor of Social Work, Graduate School of Social Work**  
B.A., Tufts University; M.S.W., Smith College; D.S.W., Boston College. Appointed 1985

**Sandra Mirabile, Administrative Assistant, Public Relations Office, Advancement**  
Appointed 1996

**Laura B. Monahan, Coordinator of M.B.A. Program, Graduate School of Management**  
B.A., University of Massachusetts.  
Appointed 1993

**Thomas Montagno, Visiting Assistant Professor of Biology**  
B.S., College of Arts & Science; M.S., Ph.D., Ohio State University. Appointed 1997

**Darlene Moore, Athletic Trainer, Athletics and Physical Education**  
B.S., Northeastern University.  
Appointed 1993

**Lynda Moore, Associate Professor and Chair of Management**  
B.A., Hollins College; M.Ed., Antioch Graduate School; Ed.D., University of Massachusetts.  
Appointed 1981

**Phyllis Moore, Professor of Nursing**  
B.S.N., University of Michigan; M.S.N., D.N.Sc., Boston University. Appointed 1970

**Nikolay Morgnov, Senior Programmer, Computer Facility**  
M.S., Pedagogical Institute, USSR.  
Appointed 1997

**Steven Morrison, Assistant Professor of Physical Therapy, Graduate School for Health Studies**  
B.Sc., B.Ph.Ed., M.Ph.Ed., Otago University. Appointed 1997

**Diane M. Morrissey,** Administrative Director, Health Center  
B.S., Curry College; M.S., Simmons College. Appointed 1981

**Celiwe Mtshali,** Staff Assistant, Undergraduate Admission, Enrollment Services  
B.A., Wellesley College. Appointed 1997

**Sheila Murphy,** Dean for Student Life  
B.A., Stonehill College; Ed.M., Harvard University. Appointed 1994

**Judith Narosny,** Cataloging Librarian, Library  
B.A., Carnegie-Mellon University; M.S., Simmons College. Appointed 1997

**Susan Neary,** Assistant Professor of Graduate Nursing, Graduate School for Health Studies  
B.A., Emmanuel College; B.S., St. Louis University; M.S., Simmons College; Ph.D., Boston College. Appointed 1989

**Heidi Neiman,** Director of MBA Program, Graduate School of Management  
B.A., Vassar College; M.B.A., Simmons College. Appointed 1990

**Ben Noeske,** Technology Laboratory Teaching Assistant, Graduate School of Library and Information Science  
B.S., Florida State University; M.A., Boston University. Appointed 1997

**Sandra C. Northrup,** Assistant to the Dean, Graduate School for Health Studies  
B.A., University of Delaware; M.A., University of Massachusetts, Boston. Appointed 1989

**W. David Novak,** Associate Professor of Management, Graduate School of Management  
B.A., M.A., Ph.D., Washington State University. Appointed 1976

**Cheryl Noyes,** Laboratory Manager, Undergraduate Nursing  
B.S., Simmons College. Appointed 1995

**Patricia O'Brien,** Dean and Professor of Management, Graduate School of Management  
B.A., Boston College; M.B.A., Simmons College; D.B.A., Harvard University. Appointed 1997

**Denise M. O'Connor,** Nurse Coordinator, Health Center  
B.S., Simmons College. Appointed 1986

**Theresa Ocran,** Head Cashier, Office of the Vice President for Finance  
Specialist in Vocational Studies, University of Cape Coast, Holy Child College, Ghana. Appointed 1996

**Margaret O'Grady,** Staff Assistant, Graduate School of Social Work  
B.A., Saint Anselm College. Appointed 1994

**Meggan O'Leary,** Programs and Events Manager, Office of Alumnae/i Relations, Advancement  
B.A., College of the Holy Cross. Appointed 1997

**Ilze M. Olmsted,** Associate Director for Collection Development, Library  
B.A., Mount Holyoke College; MAT, Radcliffe College; M.S.L.S., Syracuse University. Appointed 1980

**Helen O'Neill,** Staff Assistant, Graduate School of Social Work  
Appointed 1984

**Robert Oppenheim,** Professor of Art and Director of Trustman Art Gallery  
B.F.A., Rhode Island School of Design; M.F.A., Michigan State University. Appointed 1969

**Rita Oriani,** Staff Assistant, Sociology  
Appointed 1976

**Linda Osborn-Blaschke,** Staff Assistant, Residence Operations  
B.A., University of Delaware; M.M., Boston University. Appointed 1998

**Mary H. Owen,** Associate Professor of Biology  
B.A., Regis College; M.A., Ph.D., Clark University. Appointed 1992

**Rembert Owens,** Maintenance III  
Appointed 1981

**Patricia Oyler,** Professor of Library and Information Science, Graduate School of Library and Information Science  
B.A., Chestnut Hill College; M.A., Simmons College; M.L.S., Ph.D., University of Pittsburgh. Appointed 1974

**Kimberley Palmer,** Assistant to the Director of Admissions, Graduate School of Library and Information Science  
B.A., Simmons College. Appointed 1997

**Angela Paradis,** Research Associate II, Graduate School of Social Work  
B.A., Boston College. Appointed 1998



**Judith Paris, Assistant Professor of Nursing**  
B.A., Hunter College; B.S.N., M.S.N., University of Connecticut. Appointed 1992

**Marguerite F. Payton, Associate Director of Management Development Programs, Graduate School of Management**  
M.B.A., Simmons College. Appointed 1992

**Leslie Pearlman, Assistant Professor of Health Care Administration, Graduate School for Health Studies**  
B.A., University of Wisconsin; M.B.A., Simmons College; D.B.A., Boston University. Appointed 1995

**Christine Pearson, Media Assistant, Library**  
B.A., Simmons College. Appointed 1996

**Robin Peek, Associate Professor of Library and Information Science, Graduate School of Library and Information Science**  
B.S., University of Oregon; M.L.S., Ph.D., Syracuse University. Appointed 1992

**Lowry Pei, Professor of English and Director of the Multidisciplinary Core Course**  
A.B., Harvard College; M.A., Ph.D., Stanford University. Appointed 1985

**Dolores Peláez-Benítez, Assistant Professor of Spanish and Director of the Graduate Programs in French and Spanish**  
Licenciatura, Ph.D., Universidad Complutense de Madrid. Appointed 1992

**Kathleen Peroni-Callahan, Manager of Purchasing and Special Projects**  
B.A., Simmons College. Appointed 1967

**J. Douglas Perry, Jr., Associate Professor of English**  
B.A., Yale College; M.A., Ph.D., Temple University. Appointed 1968

**Kay Petersen, Medical Director of Health Services, Health Center**  
B.A., Antioch College; M.D., Dartmouth Medical School. Appointed 1987

**Andy O. Petigny, Staff Assistant, Career Education**  
Appointed 1996

**Harriet Petrocelli, Assistant Director of Publications, Public Relations Office, Advancement**  
B.A., Elizabethtown College; M.A., Indiana University of Pennsylvania. Appointed 1995

**Elaine Pierzanowski, Administrative Applications Trainer, Computer Facility**  
B.S., M.S., Central Connecticut State University. Appointed 1997

**James Piper, Professor and Chair of Chemistry**  
B.S., Massachusetts Institute of Technology; M.S., Ph.D., Emory University. Appointed 1966

**Laura Prieto, Assistant Professor of History and Co-Director of Dual Degree Graduate Program in Archives Management**  
B.A., Wellesley College; M.A., Ph.D. Brown University. Appointed 1997

**Amalia Pulgarín, Assistant Professor of Spanish; Resident Director of the Simmons in Córdoba Study Abroad Program**  
Licenciatura, Universidad de Córdoba; Ph.D., Boston University. Appointed 1990

**Jyoti Puri, Assistant Professor of Sociology**  
B.A., Bombay University; Ph.D., Northeastern University. Appointed 1996

**Colette Quinlin, Administrative Assistant, Office of the Dean for Student Life**  
Appointed 1997

**Elena Raffa, Senior Purchasing Staff Assistant, Purchasing and Auxiliary Services**  
B.S., B.A., Suffolk University. Appointed 1997

**Elizabeth Ratcliffe, Special Instructor in Physical Therapy, Graduate School for Health Studies**  
B.S., Simmons College; M.S., Massachusetts General Hospital Institute for Health Professions. Appointed 1995

**Diane Raymond, Professor of Philosophy and Chair of Women's Studies**  
B.A., Vassar College; M.A., Ph.D., New York University. Appointed 1985

**Penelope P. Redfield, Senior Assistant Director of Admission for Adult Education, Dix Scholars Program, Enrollment Services**  
B.A., M.A., Simmons College. Appointed 1991

**Sharon Reed-Logvin, Staff Assistant, Education and Human Services**  
Appointed 1997

**Joseph Regan, Dean and Professor of Social Work, Graduate School of Social Work**  
M.S.W., Loyola University School of Social Work; Ph.D., Brandeis University. Appointed 1976

**Helen Z. Reinherz, Professor of Social Work and Principal Investigator, Graduate School of Social Work**  
B.A., Wheaton College; M.S.W., Simmons College; Sc.D., Harvard School of Public Health.  
Appointed 1965

**Jill Rellinger, Staff Assistant, Admissions, Graduate School of Management**  
B.S., Boston University. Appointed 1998

**Andy F. Reyes, English as a Second Language Specialist, Academic Support Center**  
B.A., University of the Philippines; MATESL, School for International Training. Appointed 1994

**Janet Rico, Special Instructor in Graduate Nursing, Graduate School for Health Studies**  
B.S., St. Anselm College; M.S.N., University of North Carolina.  
Appointed 1988

**Patricia R. Rieker, Professor of Sociology**  
B.A., Ph.D., University of Pittsburgh. Appointed 1992

**Priscilla Riley, Associate Professor of Social Work, Graduate School of Social Work**  
B.A., Emmanuel College; M.S.W., Boston College. Appointed 1971

**Patricia Rissmiller, Assistant Professor of Graduate Nursing, Graduate School for Health Studies**  
B.S.N., M.S., Catholic University; D.N.Sc., Boston University.  
Appointed 1992

**Joanne Rivard, Special Instructor in Physical Therapy, Graduate School for Health Studies**  
B.S., Boston University; M.S., Massachusetts General Hospital Institute of Health Professions.  
Appointed 1991

**Dona B. Robb, Administrative Assistant, Office of the Vice President for Finance**  
Appointed 1988

**Diane H. Robbins, Staff Assistant, Psychology**  
B.A., Simmons College.  
Appointed 1990

**Janice L. Robinson, Senior Accountant, Office of the Vice President for Finance**  
B.S., University of Southern California. Appointed 1984

**Alfred A. Rocci, Jr., Adjunct Assistant Professor of Education**  
A.B., M.Ed., Tufts University; C.A.E.S., Boston College.  
Appointed 1993

**Linda Roemer, Director of the Program in Health Care Administration and Associate Professor of Health Care Administration, Graduate School for Health Studies**  
A.B., Stanford University; M.A., Ph.D., Tufts University. Appointed 1990

**Francis X. Rogers, Coordinator of Media Services, Library**  
B.S., North Adams State College; M.Ed., Boston University.  
Appointed 1988

**Rebecca Rowland, Administrative Assistant, Graduate School of Social Work**  
B.A., American International College; M.A., Simmons College.  
Appointed 1996

**Caroline Royer, Receptionist and Staff Assistant, Athletics and Physical Education**  
C.N.A., Elihu White Nursing and Rehabilitation Center. Appointed 1993

**Cynthia Rubino, Assistant to the Director, Enrollment Services**  
Appointed 1994

**Gretchen A. Saalbach, Staff Assistant, Office of the President**  
B.A., Lehigh University; M.A., University of Delaware. Appointed 1997

**Karen E. Sadowski, Staff Assistant, Management**  
B.A., Bridgewater State College; M.A., University of Birmingham, England. Appointed 1998

**Clare Safran-Norton, Clinical Assistant Professor of Physical Therapy, Graduate School for Health Studies**  
B.S., Northeastern University; M.S., Boston University.  
Appointed 1995

**Joan Salie, Staff Nurse, Health Center**  
Diploma, Wakefield Hospital School of Nursing. Appointed 1979

**Susan D. Sampson, Associate Professor of Management and Director of Prince Program in Retail Management**  
B.S., Salem State College; M.A., Ph.D., Kent State University.  
Appointed 1995



**Suzanne Sankar, Clinical Assistant Professor of Social Work, Graduate School of Social Work**

B.A., University of Michigan; M.S.W., Simmons College. Appointed 1994

**Christine C. Santos, Director of Annual Giving, Development Office, Advancement**

B.A., Wellesley College; M.M.E., The University of Kansas. Appointed 1994

**Alice Sapienza, Professor of Health Care Administration, Graduate School for Health Studies**

B.S., Stonehill College; M.A., Boston College; M.B.A., D.B.A., Harvard University. Appointed 1990

**Joanne Saro, Human Resources Assistant, Office of Human Resources**

Appointed 1995

**Barbara A. Sawtelle, Professor of Economics**

B.A., University of New Hampshire; Ph.D., Massachusetts Institute of Technology. Appointed 1970

**Kristina G. Schaefer, Vice President of Advancement**

B.A., Allegheny College. Appointed 1998

**Claudia Schell, Payroll Assistant and Student Coordinator, Office of the Vice President for Finance**

B.A., Boston State College. Appointed 1997

**Roy Schifilliti, Manager of Auxiliary Services**

B.S., Boston University. Appointed 1997

**Carolyn S. Schwartz, Professor of Library and Information Science, Graduate School of Library and Information Science**

B.A., M.L.S., McGill University; Ph.D., Syracuse University. Appointed 1980

**Fredrick Sclafani, Administrative Assistant, Graduate School of Social Work**

B.A., University of Massachusetts. Appointed 1989

**Della Scott, Instructor in English and Editor of *Abafazi***

B.A., University of Massachusetts, Boston; M.A., Simmons College. Appointed 1995

**Beverly Sealey, Associate Professor of Social Work, Graduate School of Social Work**

B.A., University of Massachusetts; M.S.W., Simmons College; Ph.D., Brandeis University. Appointed 1991

**Josephine Shaddock, Associate Director of the Academic Support Center and Coordinator of Excel Program**

M.Ed., Institute for Open Education, Antioch University. Appointed 1985

**Elizabeth Lamb Shannon, Assistant Professor of Nursing**

B.S.N., University of Connecticut; M.S.N., Yale University. Appointed 1995

**Mary Shapiro, Adjunct Assistant Professor, Graduate School of Management**

M.B.A., M.S., Wright State University. Appointed 1992

**Wendy Sharak, Faculty Assistant, Graduate School of Library and Information Science**

B.A., Simmons College. Appointed 1996

**Deborah Sheehan, Director of Admissions, Graduate School of Social Work**

B.A., Boston College; M.S.W., Boston University. Appointed 1989

**Bridgette Sheridan, Research Assistant, Simmons Institute for Leadership and Change**

B.S., University of Wisconsin, Madison; M.A., Boston College. Appointed 1987

**Margaret Shue, Librarian, Graduate School of Management**

B.A., Union College; M.S., Simmons College. Appointed 1986

**Vaughn Sills, Assistant Professor of Art, Art and Music**

B.A., The American University; M.F.A., Rhode Island School of Design. Appointed 1987

**Arthur Skura, Laboratory Supervisor and Special Instructor in Biology**

A.B., M.A., Boston University. Appointed 1983

**Mary D. Slavin, Assistant Professor of Physical Therapy, Graduate School for Health Studies**

B.S., Northeastern University; M.S., Boston University; Ph.D., Clark University. Appointed 1992

**Gregory Slowik, Assistant Professor of Music, Art and Music**

B.M., Mansfield University; M.M., Boston University. Appointed 1994

**Paulette Smiles, Assistant Director of Admission and Coordinator of International Recruitment, Enrollment Services**

B.A., University of Wisconsin, Eau Claire. Appointed 1997

**Deborah Smiley, Professor of Communications**

B.A., Colby College; M.F.A., Yale University. Appointed 1978

**Allen Smith, Associate Professor of Library and Information Science, Graduate School of Library and Information Science**

B.A., Ohio University; M.A., University of Denver; Ph.D., University of Leeds. Appointed 1978

**Jaye A. Smith, Staff Assistant, Departments of Economics and Management**

Appointed 1998

**Lisa Maria Smith, Director of Upward Bound Math and Science Program**

B.A., Hampton University; M.A., Northeastern University. Appointed 1995

**Paul O. Smith, Plant Supervisor**  
Licensed Construction Supervisor. Appointed 1991

**Megan Sniffin-Marinoff, Assistant Professor of Library and Information Science and Co-Director of Dual Degree Program in Archives Management, Graduate School of Library and Information Science**

B.S., Boston University; M.A., New York University. Appointed 1980

**Leonard Soltzberg, Hazel Dick Leonard Professor of Chemistry and Coordinator of Academic Computing**

B.S., University of Delaware; M.A., Ph.D., Brandeis University. Appointed 1969

**Carolyn Spodick, Laboratory Supervisor, Chemistry**

Appointed 1967

**Sue P. Stafford, Associate Professor and Chair of Philosophy**

B.A., Wheaton College; M.A., University of Illinois, Chicago; Ph.D., University of Connecticut. Appointed 1990

**Mary Stanick, Assistant Professor of Nursing**

B.S., Saint Anselm College; M.S., Boston University. Appointed 1994

**Susan D. Staub, Director of Alumnae Relations, Graduate School of Management**

B.A., Goucher College; M.S., Southern Connecticut State College; M.S.W., Boston University; M.B.A., Simmons College. Appointed 1997

**Sally B. Stephens, Director of Residence Life**

B.A., Clark University; M.S.W., University of Pennsylvania. Appointed 1995

**Chantal Stevenson, Coordinator, Career Development, Graduate School of Management**

B.S., Bridgewater State College. Appointed 1997

**Anne Stewart, Instructor in Nursing, Undergraduate Nursing**

B.A., Seton Hall College; M.S.N., University of Florida. Appointed 1997

**Carol A. Stewart, Director of Operations, Operations and Facilities Office**

Appointed 1977

**Robin Stone, Administrative Assistant, Simmons Institute for Leadership and Change**

B.S., University of Massachusetts at Amherst; M.S., Teachers College, Columbia University. Appointed 1997

**Rachel Strauss, Information Specialist, Enrollment Services**  
A.B., Smith College. Appointed 1997

**Cynthia L. Strousse, Associate Director, Office of Alumnae/i Relations, Advancement**

B.S., Boston University. Appointed 1997

**Christine Sullivan, Director of Career Development, Graduate School of Management**

B.A., Skidmore College; M.S., Fordham University. Appointed 1995

**Donna J. Sullivan, Instructor in Education**

B.S., Bridgewater State College; M.A., Regis College. Appointed 1996

**Anna Sustrova, Coordinator of Off-Campus Programs, Special Needs Program, Education and Human Services**

J.D., Charles University School of Law, Prague. Appointed 1996

**Carol Swenson, Professor of Social Work, Graduate School of Social Work**

B.A., Mount Holyoke College; M.S.W., Smith College; D.S.W., Columbia University. Appointed 1984



**Erica Sybertz, Staff Assistant,  
Communications.**  
Appointed 1997

**Sharonne Taitt, Coordinator of  
Data, Office of the Registrar**  
B.A., University of the West Indies.  
Appointed 1994

**Karen A. Talentino, Dean of the  
Faculty of the College of Arts and  
Sciences and Professional Studies  
and Professor of Biology**  
B.A., University of California;  
M.S., Ph.D., University of Nevada,  
Reno. Appointed 1977

**Antoinette Tasker, Special  
Instructor in Physical Therapy,  
Graduate School for Health  
Studies**  
B.S., Russell Sage College.  
Appointed 1995

**Jill McLean Taylor, Assistant  
Professor of Education**  
B.A., New Zealand School of  
Physiotherapy; B.A., University of  
Massachusetts, Boston; Ed.M.,  
Ed.D., Harvard University.  
Appointed 1990

**Paul Taylor, Assistant Professor  
of Nutrition**  
B.A., Castleton State College;  
M.S., Ph.D., University of Maine,  
Orono. Appointed 1997

**Roslyn E. Taylor, Staff Assistant,  
Office of the Dean of the College  
of Arts and Sciences and  
Professional Studies**  
Appointed 1997

**Patricia Tencza, Director of  
Undergraduate Admission,  
Enrollment Services**  
B.S., M.A., Bradley University.  
Appointed 1998

**Edith Tepper, Assistant to the  
Dean, Graduate School of Social  
Work**  
B.A., Cornell University; M.A.,  
State University of New York.  
Appointed 1986

**Christine Tetreault, Career  
Counselor, Graduate School of  
Management**  
B.A., Providence College; M.A.,  
Fairfield University; M.Ed.,  
Bridgewater State College.  
Appointed 1996

**Gary W. Thibodeaux,  
Maintenance II**  
Appointed 1985

**A. Raj Thiruvengadam, Assistant  
Professor of Philosophy**  
B.A., Pennsylvania State  
University; M.A., Ph.D., Purdue  
University. Appointed 1994

**Donald Thomas, Professor of  
Psychology**  
B.A., M.A., University of  
California; Ph.D., Tufts  
University. Appointed 1966

**Becky Thompson, Associate  
Professor of Sociology**  
B.A., University of California,  
Santa Cruz; Ph.D., Brandeis  
University. Appointed 1996

**Christine Tierney, Practicum  
Coordinator, Education and  
Human Services**  
B.A., Regis College; M.Ed.,  
Suffolk University. Appointed 1994

**Deborah Tighe, Associate  
Director of Gift Planning,  
Development Office,  
Advancement.**  
B.S., State University College of  
New York at Oreonta. Appointed  
1997

**Bruce Tis, Associate Professor of  
Computer Science**  
B.S.E.E., M.S.E.E., Northeastern  
University; Ph.D., Boston  
University. Appointed 1998

**Harriet G. Tolpin, Dean of the  
Graduate School for Health  
Studies and Professor of  
Economics**  
B.A., Wellesley College; Ph.D.,  
Boston College. Appointed 1974

**Nicole Torra, Staff Assistant,  
Office of the Vice President for  
Finance**  
Appointed 1996

**Ninetta Torra, Administrative  
Assistant, Undergraduate  
Nursing**  
Appointed 1990

**Wanda Torres-Gregory, Visiting  
Assistant Professor of Philosophy**  
B.A. (Pol.Sci.), B.A. (Phil.), M.A.,  
University of Puerto Rico; Ph.D.,  
Boston University. Appointed 1997

**Toni Michelle Travis, Visiting  
Scholar of Color, Department of  
Political Science and  
International Relations**  
B.A., Bard College; M.A., Ph.D.,  
University of Chicago. Appointed  
1998

**Mary Jane Treacy, Professor of  
Spanish and Director of the  
Graduate Program in  
Gender/Cultural Studies**  
B.A., Emmanuel College; M.A.,  
Ph.D., Boston University.  
Appointed 1972

**Geoffrey Turner, Assistant  
Professor of Psychology**  
A.B., Lafayette College; M.S.,  
Ph.D., Pennsylvania State  
University. Appointed 1997

**Gordon E. Van Brunt, Director,  
Computer Facility**  
B.S., M.B.A., University of  
Massachusetts, Dartmouth.  
Appointed 1985

**Ernesto Valencia,  
Circulation/Reserves Library  
Assistant, Library**  
B.F.A., Emerson College.  
Appointed 1997

**Harvey Varnet, Director of  
Libraries**  
B.A., University of Massachusetts,  
Dartmouth; M.Ed., Bridgewater  
State College; M.S., D.A.,  
Simmons College. Appointed 1997

**Heather L. Walker, Staff  
Assistant, Children's Literature**  
B.A., M.A., Simmons College.  
Appointed 1993

**Jody Walker, Staff Assistant,  
Graduate School of Library and  
Information Science**  
B.F.A., Beaver College. Appointed  
1997

**Patricia M. Walsh, Director of  
Publications, Public Relations  
Office, Advancement**  
B.A., Emmanuel College; M.S.,  
Boston University. Appointed 1996

**Janie Ward, Associate Professor  
and Coordinator of Human  
Services, Education and Human  
Services**  
B.F.A., New York University;  
Ed.M., Ed.D., Harvard University.  
Appointed 1986

**Bruce Warren, Professor of  
Management**  
B.S., Bryant College; M.B.A.,  
Clark University; J.D., Suffolk  
University. Appointed 1970

**Linda Watkins, Librarian,  
Graduate School of Library and  
Information Science**  
B.A., Western College for Women;  
M.Ed., Boston University; M.S.,  
Simmons College. Appointed 1981

**Michael S. Weaver, Alumnae  
Professor of English**  
B.A., University of the State of New  
York; M.A., Brown University.  
Appointed 1997

**Cheryl B. Welch, Professor of  
Political Science and Chair of  
Political Science and  
International Relations**  
B.A., Simmons College; M.Phil.,  
Ph.D., Columbia University.  
Appointed 1990

**Christine Welch, Help Desk  
Coordinator, Library**  
B.A. Providence College.  
Appointed 1997

**Jean Chaput Welch, Assistant  
Dean for Administration and  
Budget, College of Arts and  
Sciences and Professional Studies  
and Director of Summer Studies**  
A.A.S., Katharine Gibbs School;  
B.A., M.S., Simmons College.  
Appointed 1976

**Francis W. Wencis, Maintenance II**  
Appointed 1977

**Carolyn M. White, Library  
Assistant, Graduate School of  
Social Work**  
B.A., Virginia Commonwealth  
University. Appointed 1996

**Mary T. White, Mailroom  
Assistant, Communications  
Center**  
Appointed 1994

**Patricia A. White, Assistant  
Professor of Graduate Nursing,  
Graduate School for Health  
Studies**  
B.S., Boston University; M.S.,  
Boston College. Appointed 1987

**Robert White, Professor of  
Communications**  
A.B., College of the Holy Cross;  
M.S., Boston University.  
Appointed 1971

**Charndra Williams, Computer  
Lab Supervisor, Graduate School  
of Management**  
B.A., Simmons College.  
Appointed 1997

**Joanne Williams, Staff Assistant  
and Receptionist, Graduate  
School of Social Work**  
Appointed 1996

**Sandra Williams, Professor and  
Chair of Biology**  
B.A., M.A., Ph.D., Boston  
University. Appointed 1970

**John Wilson, Computer  
Operator, Computer Facility**  
Appointed 1996

**Sharon Wilson, Assistant  
Director of Admissions, Graduate  
School of Library and  
Information Science**  
A.A., Graham Jr. College.  
Appointed 1988

**Wilfred Wisniewski,  
Microcomputer Specialist,  
Computer Facility.**  
Appointed 1996

**Judith Wittenberg, Professor and  
Chair of English**  
B.A., Cornell University; M.A.,  
Boston University; Ph.D., Brown  
University. Appointed 1978



**Richard Wollman, Associate  
Professor of English; Director of  
Honors Program**

B.A., Brandeis University; M.A.,  
M.Phil., Ph.D., Columbia  
University. Appointed 1993

**Alden Wood, Lecturer on  
Editorial Procedures,  
Communications**

B.A., University of Massachusetts.  
Appointed 1975

**Rose M. Wright, Director of the  
Academic Support Center and  
ADA Compliance Officer,  
Academic Support Center**

B.S.Ed., Carlow College; M.Ed.,  
M.S.W., Institute of Open  
Education, Boston College.  
Appointed 1997

# Telephone Directory

## Administrative Offices and Academic Departments and Programs

The Listing below contains office phone numbers which begin 521-, along with room number where available. In most cases the first letter of the room numbers indicates the building. The key below is for use in locating rooms.

C = Main College Building Center

S = Park Science Center

E = Main College Building Wing

GSM = Graduate School of Management,  
409 Commonwealth Avenue

SSW = Graduate School of Social Work,  
51 Commonwealth Avenue

W= Main College Building West Wing

L = Beatley Library

MCB = Main College Building

Residence Campus Buildings are indicated by name.

	Location	521-			
Abafazi Journal	C319	2256	Chemistry	S409	2720
Administration and Planning			Children's Literature Program	C301	2540
Sr. Vice President for	C219	2153	College of Arts and Sciences and Professional Studies (CASPS)	C209	2091
Admission Offices			Communications	L508	2838
Undergraduate	CH16	2051	Communications Center		
Dix Scholars Program	W101	2502	Mailroom	MCB Lower Level	2905
Graduate Studies	CH14	2910	Communications Management, Graduate	L518	2846
Health Studies, Graduate School for	S209	2650	Computer Facility	C305	2190
Library and Information Science, Graduate School of	L305	2800	Computer Science Program	S350	2707
Management, Graduate School of	GSM	3840	MicroComputer Lab	S338	2769
Social Work, Graduate School of	SSW	3920	Conferences and Special Events	E008	2287
Advising & Academic Support Center	W107	2474	Copy Center	E002	2428
Disability Services	W107	2124	Counseling Center	W105	2455
African American Studies	C319	2256	Credit Union Liaison	C209	2088
Alumnae/Alumni Relations	E101	2321	Dean of the College of Arts and Sciences and Professional Studies	C209	2091
Archives	W005	2441	Development	E104	2340
Art and Music	C424	2268	Dining Service/ Fens Cafeteria	Fens	2904
Athletics & Physical Education Sports Center	1030		Bartol Hall	Bartol Hall	1071
Auxiliary Services	C219	2153	Catering	Catering	2903
Biology	S259	2667	Dorothea Lynde Dix Scholars Program	W101	2502
Bookstore, Barnes & Noble	MCB 1st Floor	2054	East Asian Studies	C319	2258
Building Services (Unicco)	S104	2683	Economics	W306	2594
Career Resource Library	W110	2510	Education & Human Services	W303	2562
Career Services/Student Employment	W109	2487	Education, Graduate		
Chaplaincy			MAT	W304	2577
Catholic	W009	2468	MATESL	W304	2579
Jewish	W009	2469	Programs in Special Education	W303	2559
			English	C310	2220
			English, Graduate Programs in	C310	2220
			Facilities/Operations	E008	2287
			Building Services	S104	2683
			Housekeeping	E008	2287
			Maintenance	E008	2287
			Shipping/Receiving	E010	2300
			Finance, Office of the Vice President		
			Main Number	C008	2016
			Accounts Payable	C002	2005
			Accounts Receivable	C002	2009
			Grants/Loans	C002	2007
			Payroll	C002	2013
			Student Accounts	C002	2009
			Financial Aid	CH15	2036



French & Spanish,				OPEN Program	S349	2687
Graduate Programs in	C3I3	2234		Philosophy	C3I0	2220
Gender/Cultural Studies,				Physical Education	Sports Center	1030
Graduate Program in	C3I9	2258		Physical Therapy, Graduate Program in	S2I6	2635
Graduate Studies Admission	CII4	2910		Physics	S259	2667
Grounds	SI12	2602		Political Science	W305	2571
Health Care Administration				President of the College,		
Graduate Program in	E202	2377		Office of the	C202	2073
Health Center	Health Center	1020		Psychology	SI73	2613
Health Studies, Graduate School for	S209	2605		Public Relations	E108	2363
History	C3I9	2258		<b>Public Safety Emergency</b>		<b>IIII</b>
Human Resources	C208	2084		Commons Security Desk		
Institute for Leadership and Change	WI09	2480		MCB Lower Level	2901	
Institutional Advancement	E106	2339		Director of Public Safety	E007	2289
Advancement Services	E103	2339		Main Lobby Security		
Alumnae/Alumni Relations	E101	2321		Desk	MCB First Floor	2906
Development	E104	2340		Parking Booth		
Public Relations	E108	2363		Attendant	Main Parking Lot	2920
International Relations	W305	2571		Science Center		
Library and Information Science,				Security Desk	First Floor	2600
Graduate School of				Purchasing	C2I9	2153
Admissions	L305	2800		Registrar	C2I0	2111
Dean's Office	L307	2805		Residence Life	Evans Hall	1096
Faculty Messages	L307	2810		Residence Operations	South Hall	1053
GSLIS Library	L403	2822		Shipping/Receiving	E010	2300
Library Offices	LI01	2741		Social Work, Graduate School of		
Main Number	LI01	2741		Administration	SSW	3900
Circulation Desk	Library Main Floor	2780		Admissions	SSW	3920
Media Center	LI08	2765		Library	SSW	3905
MicroComputer Lab	LI09	2769		Main Number	SSW	3900
Reference Desk	Library Main Floor	2785		Sociology	W306	2594
Mailroom	MCB Lower Level	2905		Sponsored Programs	E302	2415
Management	E208	2400		Sports Center	Sports Center	1030
Prince Retailing Program	E208	2371		Student Activities	W002	2423
Management, Graduate School of				Student Life, Office of the Dean for	C211	2124
Administration	GSM	3821		Summer Studies, Undergraduate	C209	2090
Library	GSM	3851		TDD Line		2489
MBA/Admissions	GSM	3840		Telephone Repair	(H-E-L-P)	4357
Main Telephone	GSM	3800		Upward Bound Program	SI26	2620
Management Development	GSM	3834		Women's Studies	C3I9	2258
Mathematics	S350	2707		<b>Residence Campus Offices</b>		
Modern Languages & Literatures	C3I3	2183		Dining Service/Bartol Hall	Bartol Hall	1072
Language Laboratory	C311	2180		Health Center	Health Center	1002
Music (Art and Music)	C424	2268		Housekeeping	South Hall	1055
New England Writers' Workshop	C310	2220		Mailroom	Bartol Hall	1078
Nursing	W210	2532		Maintenance	South Hall	1055
Nursing, Graduate	C216	2141		<b>Public Safety Emergency</b>		<b>IIII</b>
Nutrition	S353	2711				

Public Safety Office (non-emergency)	Simmons Hall	1112
Quadside Cafe	Smith Hall	1150
Residence Life	Evans Hall	1096
Residence Operations	South Hall	1053

### Student Organizations

Asian Student Association	W008	2445
Bacchus		2459
Black Student Organization	Evans Hall	5512
Campus Activities Board	W004	2425
Campus Crusade for Christ		2447
Campus Democrats		2447
Carribean Culture Assoc.	W008	2445
Microcosm	W006	2426
Outing Club	W008	2459
Quadside Committee	W004	2425

Sidelines	W006	2426
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Student Government Association	W003	2426

### Residence Halls

Resident Student Directory Assistance	1170
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for:

Arnold Hall	78 Pilgrim Road
Dix Hall	30 Pilgrim Road
Evans Hall	305 Brookline Avenue
Mesick Hall	291 Brookline Avenue
Morse Hall	275 Brookline Avenue
North Hall	86 Pilgrim Road
Simmons Hall	255 Brookline Avenue
Smith Hall	54 Pilgrim Road
South Hall	321 Brookline Avenue

## Notice of Non-Discrimination

Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees as presently established. Admission to specific courses and programs will be dependent upon qualifications of students and availability of instruction. Simmons College reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.

Chartered in 1899 and opened in 1902, Simmons College is first and foremost an academic community whose primary goals are to prepare women and men to be well informed, open-minded, and sensitive to values. To attain these goals we seek to create an atmosphere within which students may learn to become actively engaged members of society and to develop the resources to lead rich personal lives. We hope to achieve these goals through an active and continuing exchange of ideas among students and faculty and the general college community.

To ensure that these goals are attained, Simmons has committed itself to the following principles:

Simmons College supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness. In accordance with applicable law, the College administers its employment and personnel policies without regard to race, color, religion, national origin, sex, sexual orientation, legally recognized handicapped, or veteran status.

Simmons College admission and financial aid policies are administered in accordance with the

Education Acts of 1965. The College is committed to admitting students of any race, color, or national origin to all the programs and activities generally made available to students at the College, including scholarship and loan programs, athletic programs, and other College-administered social, educational, and recreational programs, and student services.

Simmons College subscribes to the policies set forth in Section 504 of the Federal Rehabilitation Act of 1973, which mandates equal opportunity for qualified handicapped persons in educational programs and activities.

Simmons College strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational process of students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, religion, age, national origin, handicap, or veteran's status.

Furthermore, Simmons College is committed to creating an atmosphere within which the diversity of its members' individual roles meets with understanding, respect, and encouragement, and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The College does not tolerate sexual harassment of employees or students.

Complaints of discrimination or harassment should be addressed to the Director of Human Resources or the applicable dean for appropriate action.



# Grievance Procedure

A written complaint alleging violation of the Federal sex and handicap discrimination regulations (34 C.F.R. Part 106 and 45 C.F.R. Part 86, implementing Title IX; 34 C.F.R. Part 104 and 45 C.F.R. Part 84, implementing Section 504 of the Rehabilitation Act; and 45 C.F.R. Part 83, implementing Section 855 of the Public Health Service Act) may be filed with the College by any student, employee, or other aggrieved person. Complaints under this procedure will not be processed from applicants for employment or admission. A College employee's allegation that he or she has been subjected to discrimination prohibited by the

regulations will be processed under the relevant employee grievance procedure.

A complaint should contain the name and address of the grievant and a brief description of the action alleged to be prohibited by the above regulations. A complaint must be filed with the College President's Office within 60 days after the grievant becomes aware of the alleged violation. The College President's designee will conduct an appropriate investigation and issue a written decision on the complaint, ordinarily within 45 days.

## General Information

Simmons College is a private, non-sectarian, four-year college for women with graduate programs for men and women. Simmons College is accredited by the New England Association of Schools and Colleges, the American Chemical Society, the American Library Association, the American Physical Therapy Association, the Council on Social Work Education, the Interstate Certification Compact, and the National League for Nursing; and is approved by the American Dietetic Association. All requests for application forms or for information should be addressed to the appro-

priate program listed on the inside front cover of this catalog. Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees as presently established. Admission to specific courses and programs will be dependent upon qualifications of students and the availability of instruction. Simmons College reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.

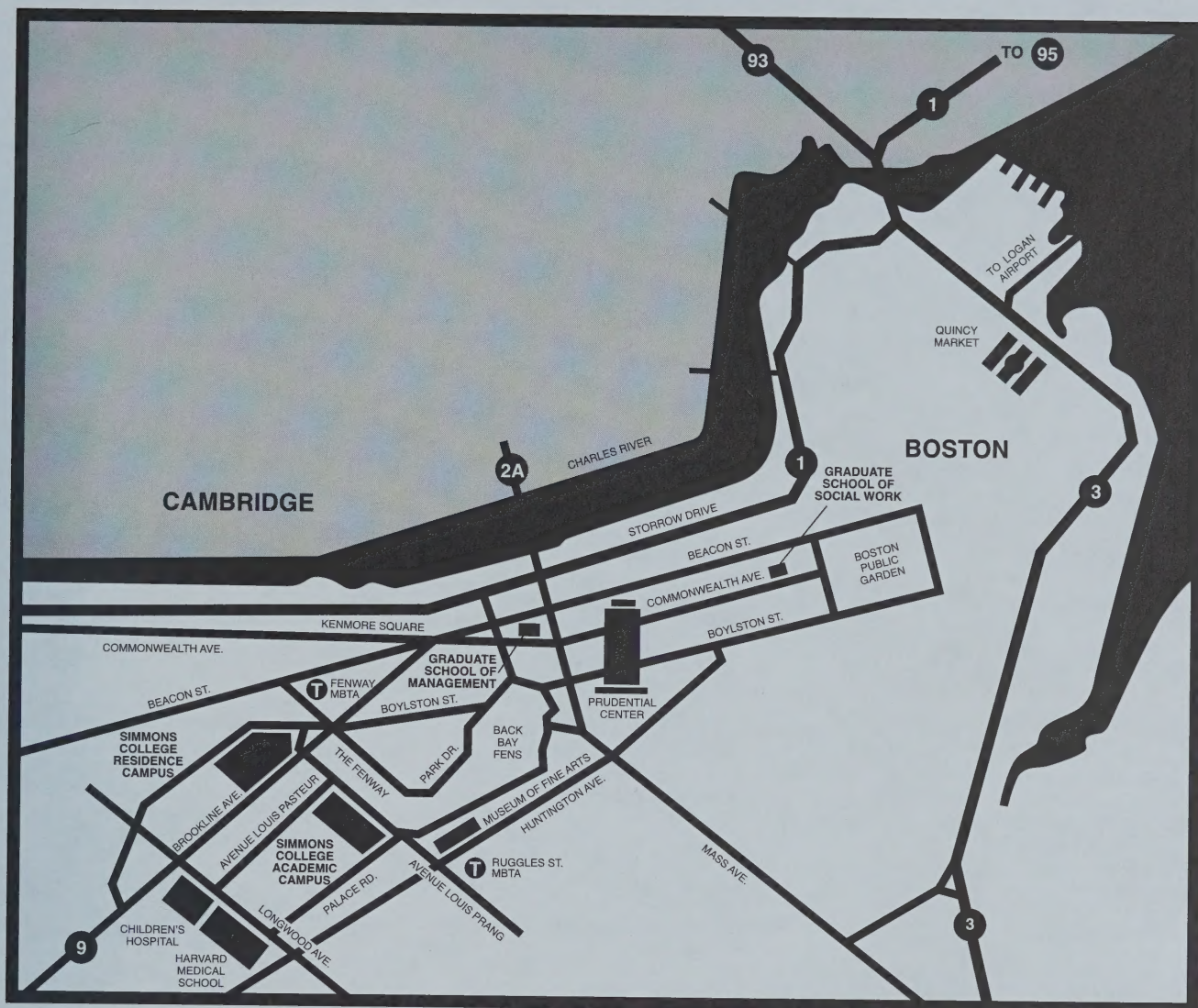
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### DIRECTIONS TO 300 THE FENWAY

Simmons is centrally located in the heart of Boston's Fenway neighborhood and is easily accessible by public transportation. If you are driving, parking is available.

### BY PUBLIC TRANSPORTATION

- Take MBTA Green Line "E" train marked outbound Huntington Avenue to the Museum/ Ruggles stop.
- Exit train, walk to the right on Louis Prang Street past the Gardner Museum to 300 The Fenway, Simmons College.

### BY CAR

#### From the west/Massachusetts Turnpike (I-90):

- Take Exit 18 (Allston/Cambridge).
- Stay right, follow signs to Cambridge.
- Take a right at first light onto Storrow Drive to Boston.
- Take the Fenway, Route 1 South exit.
- After the Fenway, Route 1 South exit, take exit marked "Boylston Street, outbound."
- Bear right. At light, turn left onto Park Drive.

Follow Park Drive until it intersects with Brookline Avenue. (About .6 miles.)

- Cross Brookline Avenue. Bear left and follow signs to The Fenway.
- Cross Brookline Avenue again to The Fenway.
- Take first right onto Avenue Louis Pasteur.
- Look for the Simmons parking lot on your left.

#### From the south/I-93, Route 3 and from the north/Routes 1, I-93:

- Take Storrow Drive west.
- Take exit marked "The Fenway, Route 1 South."
- After the Fenway, Route 1 South exit, take exit marked "Boylston Street, outbound."
- Bear right. At light, turn left onto Park Drive. Follow Park Drive until it intersects with Brookline Avenue. (About .6 miles.)
- Cross Brookline Avenue. Bear left and follow signs to The Fenway.
- Cross Brookline Avenue again to The Fenway.
- Take first right onto Avenue Louis Pasteur.
- Look for the Simmons parking lot on your left.

**THE GRADUATE SCHOOL OF SOCIAL WORK** is located at 51 Commonwealth Avenue.

**THE GRADUATE SCHOOL OF MANAGEMENT** is located at 409 Commonwealth Avenue.

Please consult individual graduate school publication for directions.



# SIMMONS

300 The Fenway  
Boston, Massachusetts  
02115-5898

Web site: [www.simmons.edu](http://www.simmons.edu)